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Abstract

It has been noticed several times that first year English students produce redundant constructions in their academic writing to the point they effect and distort the effectiveness of academic papers. Thought many discernible negative effects were detected, sparse exertions were held concerning the issue of redundancy in Academic writing. For this matter, we decided to explore this serious issue and suggest some possible solutions. This study aims at analyzing the redundant constructions produced by first year English students in academic writing at Yahia Fares Medea University.

For the sake of checking the hypothesis that we proposed, different research tools were employed such as: a written test submitted to first year English students at Yahia Fares Medea University, an analysis of their exam papers and finally a questionnaire for both academic writing teachers and first year English students. We use more than three research tools on the purpose of validating the data. Through a quantitative treatment of the data gathered from the participants, the redundant constructions were identified, counted, classified and analyzed.

The results obtained from this study seem to confirm that first year English students produce redundant constructions in their writing and that the most frequent type of redundancy produced is "Pleonasm". Additionally, based on the findings obtained the main reasons that push first year English students to be always redundant in academic writing were found to be: lack of vocabulary, lack of practice, lack of teachers' feedback and finally the interference of the native language (Arabic).

At the end of this research, there have been some implications and recommendations to solve the issue of redundancy in academic writing. Most importantly, we suggest applying the social constructivism theory of learning which allows students to learn the academic writing skills in a collaborative work.

Limitations of the Study

In our attempt to reach the gist of our research, a couple of limitations faced us along the way because of multiple reasons. The fundamental cause was the shortage of time that fettered us from looking over novel and additional information. Furthermore, we planned to have an experiment that encompasses a test dedicated to native speakers and to check whether they produce redundant constructions in their writing or not. In addition, our social network was weak to the point we could not get in touch with any native speaker. Hence, our experiment could not see the light. Moreover, a test could not be handed to the members of the fifth group due to the severe circumstances that our country witnessed (manifestations, strikes and days off). Among the obstacles that faced us along the way is "the lack of redundancy types". Our aim was to involve all the types of this phenomenon in the literature review; however, not finding credible sources compelled us to choose only the two available types that we mentioned.

Dedication

For those who struggled to achieve their goals

For those who left an impact within us

For those who praised our efforts and gave us hope

For those who saw the light coming out of us

Acknowledgement

We have taken efforts to accomplish this research; however it would never see the light without those who paved the way for its birth. For this reason, we would like to extend our sincere and truthful gratitude to all of them.

First, we are highly indebted to our supervisor “Dr. Kermezli” for his guidance and constant supervision as well as providing us with the adequate information regarding our research.

Second, all the thanks go to our teacher who oriented us with her help “Mrs. Mlouah”. Additional thanks go to our dearest friends Hafidha and Aicha who were along with us in every step we took, to our mothers who supported us and our fathers who trusted us, thanks a million.

Finally, Thanks to our sisters who granted us with their affection. To little sisters and special thanks goes to our brother in law “Fouad” who treated us as sisters and gave his support.

List of Abbreviations

%: Percentage

EFL: English as Foreign Language

ESL: English as Second Language

S C: Social Constructivism

ZPD: Zone of Proximal Development

MKO: The More Knowledgeable Other

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Yahia Fares Medea University

Department of Foreign Languages, English Section

AN INVESTIGATION OF REDUNDANCY IN ACADEMIC WRITING

Case study:First year English Students of Yahia Fares Medea University

Dissertation Submitted in Partial Fulfillment of the Requirements for Master of Arts Degreein English (Linguistics)

Submitted by:

Mouna GACEM

Hana GACEM

Yassmine HADJADJ

Supervised by:

Dr. Kermezli

Year.2019

ملخص

لوحظ من خلال بحثنا هذا أن طلاب السنة الأولى جامعي يكثرون من استخدام الإطناب في كتاباتهم الاكادمية لدرجة تشويه وتحريف فاعليتها بالإضافة إلى هذا وجدنا العديد من الآثار السلبية والملحوظة التي لم يبذل أي مجهود إضافي لمعالجتها. من اجل هذا قررنا التعمق في هذه الظاهرة واقتراح عدة حلول محتملة بخصوص قضية الإطناب. تهدف هذه الدراسة إلي تحليل النصوص التي تحتوي علي الإطناب من طرف طلاب الانجليزية السنة الأولي جامعي في جامعة يحي فارس.

من اجل التأكد من صحة النظرية اقترحنا عدة أدوات بحثية من بينها تحضير اختبار لتقديمه لطلاب الانجليزية سنة أولى بجامعة يحي فارس بالإضافة إلى تحليل أوراق اختباراتهم وفي الأخير تحضير استبان يخص كل من الأساتذة المختصين في الكتابات الاكادمية وطلاب السنة الأولى. يرجع سبب استخدامنا لأكثر من ثلاث أدوات بحثية إلى تثبيت البيانات من خلال استخدام بحث كمي للبيانات التي تم جمعها من المشاركين. كنتيجة لهذا البحث تم عد وتصنيف وتحليل النصوص التي وجدت بها إطناب.

و في نهاية هذا البحث تطرقنا إلى عدة توصيات لإيجاد حلول لظاهرة الإطناب في الكتابات الاكادمية والحد منها و الأكثر أهمية تكمن في اقتراح تطبيق نظرة البناء الاجتماعي في الدراسة التي تحث على العمل الجماعي أثناء تحصيل الكتابات الاكادمية.

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General Introduction

English University students are always expected to develop a clear, correct and an interesting academic piece of writing. They are asked to write concisely and accurately seeking to win the reader's attention. Redundancy in academic writing is becoming a serious problem. It detects English University students' writing and mostly leads to various negative outcomes such as distracting teachers and causes the students' piece of writing to lose power and direction. According to Morley-Warner (2009) (as cited in Mutimani, 2016), academic writing is defined as "a formal way to write a well-structured paper by using more formal vocabulary, grammar and sentence structure" (p. 20). Having various vocabularies help the writing process to develop quickly and accurately. It helps the student to build coherent sentences in a short time. However, using unrequired constructions or even ideas in academic writing may distract not only the teacher but distorts the structure of the text as well. This issue would affect the readability and conciseness of the text. Therefore, eliminating redundancy in academic writing is extremely important because it makes texts easier to read and understand. It also helps the teacher to quickly move from one point to another with a great concentration without being disturbed.

Komori and Naito (2016) defined redundancy as: "a repetition of words and phrases that could be omitted without impairing comprehension of the meaning, and that impart to the whole text an impression of being written in an unpolished style, or that make the text harder to understand" (para, 2). And for Hwa and Xue (n.d) "redundancies occur when the writer includes some extraneous words or phrases that do not add to the meaning of the sentence but possibly make the sentence more awkward to read" (p. 683). Thus, it has been noticed that students include additional words or phrases that divert the academic piece of writing due to several factors. One of the main reasons that push English University students to be redundant while writing is: "lack of vocabulary". Teachers have observed this phenomenon in their students' writings. The repetitious constructions that students add in their writing make it difficult for teachers to find the clarity and accessibility of the message written. To be clear, despite the fact that redundancy is becoming wide spread, yet it is not impossible to be solved.

General Introduction

1. Background of the Study:

"Academic writing is important in learning a foreign language." (Abdulkareem & Mustafa, 2013). Teachers of English have always given high importance to the students' academic writing skills and these skills are required in almost every context. However, it has been noticed that first year English students tend to repeat previous points, sentences or phrases in their writing. This serious issue disturbs and annoys teachers because it adds unnecessary length to one's writing. University students of English and mostly first year students are still producing texts full of redundant constructions. This observation was the reason why we agreed to investigate the problem of redundancy in academic writing.

2. Statement of the Problem:

Redundancy in academic writing is a serious problem that needs to be studied. There have been several studies on academic writing problems. This phenomenon is becoming a common feature for which first year students of English continuously commit in their writing. It has undoubtedly brought some negative effects and teachers are still wondering why their students continue to be redundant during the academic writing process. Finally, there is a need to eliminate redundancy in academic writing for the purpose of producing a comprehensible text. For this reason, the topic to be investigated is redundancy in academic writing in EFL classrooms in terms of redundant constructions.

3. Research Questions:

This research is an attempt to answer the following main questions:

- What are the factors that push first year students of English to be redundant in academic writing?
- What is the most common type of redundancy that first year students of English do in their writing and what are the possible solutions to provide?

4. Hypothesis:

The researchers hypothesize that:

- Due to the lack of reading academic books and articles, students of English seriously lack academic vocabulary.

- Lack of practice may be a reason for which students of English are always redundant in academic writing.
- Academic writing is a new module for first year students of English might be another reason to the extent to which they produce redundant constructions in their writing.

5. Research Objectives:

The main purpose of this study is:

- To identify the factors that influence first year students of English at Medea University to be redundant in academic writing.
- To discover the most frequent types of redundancy that first year English Students commit in their writing.
- To find out the possible solutions to avoid redundancy in academic writing.

6. Research Rationale:

It is important to bear in mind that simplicity plays an essential role in academic writing for it makes the text more reliable, comprehensible and clear to the reader. Thus using repeated constructions effect and distort the effectiveness of the text. This phenomenon needs to be investigated for many possible reasons. First, eliminating redundancy is a relevant task that leads to a formal writing. It pushes the student to develop an easily understood academic piece of writing with any repetitions. Second, the fact of being redundant affects teachers negatively because using unnecessary words or expressing an idea over and over in academic writing makes the teacher to be completely distracted. Third, paragraphs are important because they are considered as a framework where the students' ideas are built and structured. Thus, due to this fact that students do not give much importance to, there is a need for a serious research that reveals the students ignorance of how important avoiding redundancy in academic writing is.

Finally, the crucial motive behind this research is that students of English at Yahia Fares Medea University are still redundant even after graduation. In brief, this experimental research will emphasize on making students to be aware of being non-redundant in academic writing.

7. Research Tools

In order to test the hypothesis, obtain the required information and answer the research questions previously stated, a questionnaire of both first year students of English and academic writing teachers' is administered. A written test to first year students of English is conducted. Finally, an analysis of first year English students' exam papers is also conducted.

8. Structure of the study

The current research is divided into three chapters. The first chapter presents the literature review dealing with academic writing problems in general, whereas the two next chapters are concerned with the practical part. The second chapter tackles the research methodology and design and the third one discusses the results and interpretation of the data collected with some suggestion for classroom practice.

General Introduction

English University students are always expected to develop a clear, correct and an interesting academic piece of writing. They are asked to write concisely and accurately seeking to win the reader's attention. Redundancy in academic writing is becoming a serious problem. It detects English University students' writing and mostly leads to various negative outcomes such as distracting teachers and causes the students' piece of writing to lose power and direction. According to Morley-Warner (2009) (as cited in Mutimani, 2016), academic writing is defined as "a formal way to write a well-structured paper by using more formal vocabulary, grammar and sentence structure" (p. 20). Having various vocabularies help the writing process to develop quickly and accurately. It helps the student to build coherent sentences in a short time. However, using unrequired constructions or even ideas in academic writing may distract not only the teacher but distorts the structure of the text as well. This issue would affect the readability and conciseness of the text. Therefore, eliminating redundancy in academic writing is extremely important because it makes texts easier to read and understand. It also helps the teacher to quickly move from one point to another with a great concentration without being disturbed.

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- To find out the possible solutions to avoid redundancy in academic writing.

6. Research Rationale:

It is important to bear in mind that simplicity plays an essential role in academic writing for it makes the text more reliable, comprehensible and clear to the reader. Thus using repeated constructions effect and distort the effectiveness of the text. This phenomenon needs to be investigated for many possible reasons. First, eliminating redundancy is a relevant task that leads to a formal writing. It pushes the student to develop an easily understood academic piece of writing with any repetitions. Second, the fact of being redundant affects teachers negatively because using unnecessary words or expressing an idea over and over in academic writing makes the teacher to be completely distracted. Third, paragraphs are important because they are considered as a framework where the students' ideas are built and structured. Thus, due to this fact that students do not give much importance to, there is a need for a serious research that reveals the students ignorance of how important avoiding redundancy in academic writing is.

Finally, the crucial motive behind this research is that students of English at Yahia Fares Medea University are still redundant even after graduation. In brief, this experimental research will emphasize on making students to be aware of being non-redundant in academic writing.

7. Research Tools

In order to test the hypothesis, obtain the required information and answer the research questions previously stated, a questionnaire of both first year students of English and academic writing teachers' is administered. A written test to first year students of English is conducted. Finally, an analysis of first year English students' exam papers is also conducted.

8. Structure of the study

The current research is divided into three chapters. The first chapter presents the literature review dealing with academic writing problems in general, whereas the two next chapters are concerned with the practical part. The second chapter tackles the research methodology and design and the third one discusses the results and interpretation of the data collected with some suggestion for classroom practice.

General Conclusion

Redundancy in academic writing or in the English language in general is considered as a serious problem. The redundant constructions that the students produce in their writing affect their English language in general and their writing skills in particular. Redundancy gives a negative impression about students' proficiency of the writing skills.

This current research has focused on the extent to which first year English students produce redundant constructions in their writing. Also, the researchers have tried to categorize the redundant constructions into six types namely: pleonasm, redundant abbreviations, plague words intensifiers, clichés and platitudes. The real purpose behind this categorization is to identify the source of these redundant constructions.

To achieve the research goals, the researchers used four research tools: students' written test, the analysis of first year exam papers, teachers' questionnaire and finally students' questionnaire. After analyzing and interpreting the data obtained from these research tools we concluded by saying that first year English students produce several redundant constructions in their writing that affect the readability of the text. In addition, it was found that the most frequent type of redundancy committed by the participants is pleonasm. Throughout the analysis of these redundant constructions, we concluded that the students' native language "Arabic" may have a negative effect on students' writing performance.

To conclude, this research attempts to investigate a serious problem that students of English at Yahia Fares Medea University are facing, redundancy in writing.

Chapter Two: Research Methodology and Design

Introduction

The previous chapter has clearly tackled the main points of academic writing. This latter has been briefly defined, mentioning its importance to English university students, its characteristics and its major skills. In this chapter, we attempt to provide information about the conditions our research took place. Moreover, this chapter explains the tools that helped in the research process: a questionnaire (for both teachers and first year English students), a written test (for first year English students) provided with a paragraph sample as a mediatory tool to help them develop their own piece of writing and an analysis of first year English students' exam papers. The written test is provided to first year English students to validate whether they continuously produce passages that explain or describe details that are already obvious to readers (Redundancy) and discover the different types of these redundant constructions and phrases. The students' questionnaire is used to validate the results of the test on the one hand and teachers' questionnaire tends to investigate redundancy in terms of words in academic writing, on the other hand. Finally, the real purpose behind analyzing first year English students' exam papers is to check the results of the test in terms of the amount of repetitive constructions with validating its major types.

2.1. Research Design

A research design is defined by Kothari (2004:31) as "the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data." In other words, the research design of any research study consists of a number of interrelated stages that are required in the research process. These stages are considered as a path that the researchers follow to collect the needed data with using assistant procedures in analyzing them for the purpose of investigating the presented problem and answering the research questions.

According to Guba and Lincoln (1989) (cited in Coll and Chapman, 2000, p. 31) "both quantitative and qualitative methods may be used appropriately with any research paradigm." This means that the quantitative (experimental) approach and the qualitative (descriptive) approach are the most common approaches that help researchers to collect the data needed in their research study. The quantitative research often translates into the use of statistical analysis to make the connection between what is known and what can be learned through research (Soiferman, 2010, p. 13). Using this experimental approach in the research study provides researchers with evident, logical and argumentative conclusions (Trochim, 2006) (quoted in Soiferman, 2010). The qualitative approach, however, is defined by Creswell (2005) (cited in Soiferman, 2010) as:

"A type of educational research, in which the researcher relies on the view of participants, asks broad, general questions, collects data consisting largely of words (or texts) from participants, describes and analyzes these words for themes, and conducts the inquiry in a subjective, biased manner" (p. 39).

In the quantitative approach, the researcher becomes the instrument for data collection (Soiferman, 2010). In other words, the researcher spends a long time in collecting, analyzing and writing heavy passages to come up with an effective conclusion (Soiferman 2010, p.6). The qualitative research as stated by Soiferman (2010) is often said to employ inductive thinking or induction reasoning since it moves from specific observations about individual occurrences to broader generalizations and theories.

The quantitative (experimental) and the qualitative (descriptive) approach are said to be very effective in the research process. Through the experimental approach, the researcher

aims to draw conclusions from a statistical perspective without involving himself so that he can determine the reliability of his research study. However, in the descriptive approach the researcher tends to accurately describe his findings with involving his personnel opinions and emotions.

As Bouma and Atkinson (1995) (cited in Hawa and Raman, 2001, p. 10) state: "Some subjects are best investigated using the quantitative approach whilst for others, quantitative approaches will give better results. However, in some cases both methods can be used" (p, 121). Therefore, we believe that using the experimental research with quantitative approach is more valid and helps to reach the objectives set. Based on this quantitative approach, we would be able to have the reliability of data collection needed and to check if the research hypothesis holds true. Finally, the following notions to be discussed are: the research tools, population, the sample and the sampling procedures used in this research.

2.2. The Population

"In research, a population can usually be defined as the entire group of language speakers or learners that the researcher wants to study" (Brown, 1997, p. 35). For this research, we agreed to choose the five groups of first year English students at Yahia Fares Medea University, as a population of interest, about 140 students. The main reason motivating us to choose this population is the fact that first year English students are learning the academic writing skills for the first time. Academic writing is a completely new module that they have never dealt with before. Thus, they usually commit some serious errors that need to be taken into account.

2.3. The Sample

"A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population" (Croswell, 2012, p. 11). We believe that working on a representative sample randomly selected from the population helps to test the hypothesis of our research study which investigates the issue of redundancy in academic writing. It also helps to reach the objectives set in our study. The four groups of first year English students in the Department of Foreign Languages, Medea, are the informants of this study (Group 1, 2, 3, and 4). These students were asked to take part of our research study, however only those who agreed to contribute have participated.

This sample contains eighty one (81) students aged from nineteen to about twenty-four years of age, with the majority of girl presence (about 46%). Since the age and gender are not relevant in the current research, they were not taken into account.

2.4. Research Instruments

According to Gray (1987) (cited in Hawa and Raman, 2001, p.120): "the survey method is the most frequently used type of self-research report." Hawa and Roman (2001) state that:

"It provides an opportunity for the researcher to collect data from population in order to determine the current status of that population with respect to one or more variables. It has been used in many fields such as in political science, education and economics" (p, 121).

In order to diagnose the linguistic redundancy in first year English students' writing and to test the hypothesis discussed by the researchers, a questionnaire, for both teachers and first year English students, has been administered. The teachers' questionnaire was directed to academic writing teachers who have been teaching this module for several years. These teachers are qualified to assess their students' performance in terms of redundant constructions in academic writing and to categorize this issue into types. However, the purpose behind the questionnaire that was directed to first year English students is to gather the data needed about their opinion about academic writing problems in general and redundancy in particular. It aims to collect data about the most common types of redundancy in academic writing. Moreover, a written test is another instrument used in this research to collect data. It aims at verifying the validity of the researchers' targeted hypothesis and to discover the most frequent types of redundancy in academic writing. Finally, we believe that there is a need for a third instrument to confirm the outcomes of the previous tools. Thus, we agreed to analyze first year English students' exam papers. To conclude, these are the most effective tools that we believe they facilitate the research process.

2.4.1. Students' Test

2.4.1.1. Description of the Test

According to Penny (2004) a test may be defined as: "an activity whose main purpose is to convey (usually to the tester) how well the testee knows or can do something" (p. 20). Therefore, we provide first year English student, with a written test for the sake of proving the

existence of redundancy problem in academic writing with a great intention of spotting (categorizing) its major types.

As mentioned earlier, the written test is constructed and given to the four groups of first year English students. It is characterized by some features that serve the purpose of the current research. This written test is accessible to everyone; the words are simple and any student who has been learning English for seven years has possibly come across them. The question directed to first year English students is followed by a short document which briefly defines academic writing (See Appendix 3). It is clear that real exams tend to create nervousness and fear inside the class which may affect the student' writing performance, hence we agreed not to take the test as an official examination.

"Writing is a multiple-step process that requires the integration of pre-writing, drafting, revising and editing that later culminates in a writing piece" (Yau, 2007, p. 67). Thus, in order to help students not to get distracted, we provided them with a paragraph sample as a support they need to develop an academic piece of writing. This paragraph consists of seven lines and presents a completely different subject from the test's question. It is structured in terms of topic sentence, supporting sentences and the concluding sentence.

2.4.1.2 Administration of the Test

The written test that was submitted to first year English students under our direct supervision was conducted in adequate conditions. First, we asked the permission of academic writing teachers of each group in advance and the teachers accepted to offer us their teaching session, thus, they agreed on which day the test would take place. Second, on the day of the test we explained to the participants the real purpose behind this test. We kindly asked them to participate in the written test convincing them that their answers will be helpful for the research project that we are investigating. Additionally, we were clear with the participants that it is never obligatory to participate in the test. Finally, we promised the participants that the information that they would supply within the written test and the final results will remain strictly anonymous.

After explaining everything related to the test to the participants, we provided fist year English students with the exam papers that were divided into two parts so that the answers would be well structured and organized. On the one hand, during the test the presence of their teachers in charge of the class was mandatory to reduce the anxiety of the students. On the

other hand, the researchers attended the test to verify and be in the middle of their examination.

The test began where everything was set and the participants were informed of the possibility of asking any question or any clarification related to the topic before or during the test. This latter took the participants for about one hour to develop their written paragraph, while some of them spent less than an hour. Finally, the papers were handed back to us and we were thankful for their cooperation.

2.4.2. Students' Questionnaire

We have analyzed the students' performance in the previous test and collected the data needed about redundancy in academic writing and its major types. Now, in order to validate the results of the previous test, a questionnaire to first year English students has been conducted.

2.4.2.1 Description of Students' Questionnaire

We have prepared two questionnaires; the first one was administered to academic writing teachers and the second one to first year English students. Concerning the students' questionnaire, the participants have been kindly asked to choose the right answer after reading the questions carefully. It begins with a short introduction in which we presented the aim of the questionnaire and asked for their cooperation.

The first question directed to the participants asks about the importance of a well organized academic piece of writing (See Appendix 1) and they were provided with the following options: "very important", "important", and "not important at all". This question however, aims to discover how much developing a correct and a well-structured piece of writing is important since it affects their writing performance.

In the second question, the participants were asked to evaluate their academic writing skills in terms of: "perfect", "Good", "bad", "fair" or "very bad". Since the participants in most of the time realize especially from the feedback of their teachers that their academic writing skills are quite poor, we thought of asking such a question, hoping that the participants would provide a fair evaluation of their academic writing skills.

For the third question, we have a keen desire to investigate students' opinions about the difficulty of avoiding redundancy in academic writing. As a result, the question was as

follows: is avoiding redundancy in academic writing: “a very difficult task”, “a difficult task”, or “not difficult at all”, asking them to provide a clear justification. However, the following question (question 4) is planned to investigate the students’ belief about their teachers’ intervention in their writing performance. In other words, the question asks if teachers take their students’ redundant words and phrases into consideration while correcting their papers and the following options were provided: “always”, “most of the time”, “never” or “I do not know”.

The next question (5) is a direct question because it requires a yes- or- no answers. We asked the participants if they were able to recognize their redundant constructions in their writing (See Appendix 1). This direct question is supplied with yes/no options and a neutral option “I do not know”, in case the participants are unable to choose between the two previous ones. Finally, our real purpose behind asking such a question is to shed light on the existence of redundancy problem in their writing.

The sixth question studies the main instruments that students believe they can improve their academic writing skills. Several suggestions were presented: reading academic books, learning academic vocabulary, practice, imitating writers or asking for the teachers’ help. We wrote a short instruction which says that more than one answer is permitted and students were asked to give other suggestions if possible.

Students’ writing performance is frequently full of redundancies in terms of constructions and ideas. Thus, we were, in question seven, curious to know what the participants are suffering from the most: is it redundancy of words, ideas, both of them or simply none of them? However, the coming question (8) tends to explore the reasons that push first year English students to be redundant in the academic writing process including some suggestions in order to limit their answers. These suggestions are the following: lack of vocabulary, lack of ideas, insufficient time or stress and anxiety.

“Writing appears to be one of the most important, yet challenging, academic skills for university students to learn.” (Al Mubarak, 2017). Thus, it requires the following stages: pre-writing, editing, drafting and proofreading. In this case, we asked, in question (9), of the learners’ questionnaire: what stage of the writing process is most difficult for them, hoping to receive reliable answers that would help them collect the data needed.

ANNAB (2016), in his dissertation Investigating EFL Students' writing Difficulties and Common Errors in Writing, states that: "for most of students often encounter several difficulties in writing, and they consider it as a challenging task carry as s result of various instructions they need to respect" (p. 12). We think that one of the difficulties that ANNAB mentioned in his writing is the interference of the native language. Therefore the tenth question tends to ask the participants whether the interference of their mother tongue influences their writing process and we provided them with the following options: "Yes", "No" or "I do not know".

According to KOMORI and NAITO (2016) redundancy is defined as: "a repetition of words and phrases that could be omitted without impairing comprehension of the meaning, and that impart to the whole text an impression of being in an unpolished style, or that make the text harder to understand." Redundancy in fact, has five common types that may influence the EFL learners' writing. For this reason, we try to ask the most important question which is: what is the most specific type of redundancy that students commit while writing? And the participants were supplied with the following option: "Pleonasm", "redundant abbreviation", "plague words", "intensifiers" or "clichés and platitudes". The final question of the students' questionnaire however, takes into account what do first year English students suggest as solutions to reduce redundancy in academic writing. The participants were not limited by suggestions but they were free to choose their own words and descriptions.

2.4.2.2. Administration of Students' Questionnaire

The four groups of first year English students were asked to share their opinions with us, by answering the questions set on the papers. After they have been persuaded to cooperate, we explained the instructions on how to answer the questions by mentioning its purpose. The participants were informed that their cooperation is important in the research process because it helps us to easily collect the data needed. Therefore, we highly appreciate their understanding. Another important point that we highlighted, is that the answers that the participants provide are neither wrong nor correct thus, we asked to give their point of view related to each question no more. Also, we made it clear for them that their answers will not be graded and they will be strictly anonymous. Finally, In order to keep the participants' answers private as much as possible we asked them to neither share each other's ideas nor looking at each other's answers. By doing this, we believe that the data we would collect

proves reliability and this leads us to be highly confident because our questionnaire was submitted under great circumstances.

2.4.3. Teachers' Questionnaire

2.4.3.1 Description of the Teachers' Questionnaire

Teachers' questionnaire contains thirteen items (See Appendix 2). These items tend to check if first year English students really produce redundant constructions in their writing, figure out the specific types of theses redundancies and how often they commit them. Another reason why this questionnaire is important is that it seeks to discover the possible solutions for the current issue (redundancy) and takes academic writing teachers' opinions about their first year English students' redundant writings. Some of these questions are direct as they require either a yes- or- no answers. However, in some other questions in particular, clarifications and suggestions are essential. Every question in teachers' questionnaire is provided with limited number of options from which teachers would select, and in case they want to add any comment or provide a different answer not mentioned in the list, we supplied other space to answer in. In this questionnaire, some questions are close-ended and some others are open-ended. This latter generally seeks to collect the participants' own words in giving any feedback, however, the closed-ended question deals with answer choices in which the participants choose the appropriate answer from the list given. Finally, we believe that this questionnaire encourages us to collect data that serve our research study.

The following two questions: "how many of your first year English students develop a well organized and a correct paragraph?" And "how do you evaluate your first year English students academic writing skills?" Were the opening questions in teachers' questionnaire (See Appendix 2). These two questions aim to count how many students are able to write correctly without any errors on the one hand, and to have a fair evaluation from teachers about the level of their students in terms of their academic writing skills on the other hand. For the first question, we provided the following options: "all of them", "most of them", "some of them" or "none of them", whereas for the second question they have given the following options: "excellent", "good", "fair", "poor", or "very bad".

We formulated the following question: "Do your first English students' paragraphs contain the redundancy of constructions? Seeking to receive dependable results that confirm the existence of redundancy in academic writing. Therefore, we suggested the yes/no options.

Additionally the "I do not know" option is added in case the teacher's answer is neither yes nor no.

A correct piece of writing usually entertains readers and wins their complete attention. For this reason, in question four "How often do redundant constructions and ideas distract your reading?" (See Appendix 2) we intend to investigate the issue of redundancy in academic writing faced by first year English students. In other words, this question asks if teachers get completely confused and annoyed when they encounter redundant constructions in their students' writing. Finally, teachers were supplied with: "always", "sometimes", "often" or "never" as options. The next question (5) however, wonders if first year English students recognize their redundant construction in their writing and they were supplied with: yes/no or I do not know options.

The sixth question in teachers' questionnaire has asked the participants if they have ever taught their first year English students how to avoid redundancy in academic writing." One of the reasons that pushed us to select such kind of questions is to know whether not teaching first year English students how to avoid redundancy in writing is the principle reason for which they produce such redundancies or there are other factors influence their writing.

To categorize the most frequent type of redundancy that first year English students produce in their writing. We have prepared for academic writing teachers this question which asks about the most frequent type of redundancy that their first year English students commit in their writing. This question is designed to assess the frequency of redundancy types and the participants were required to tick either: pleonasm, redundant abbreviation, plague words, intensifiers or cliché and platitudes.

"Do you believe it is possible for your first year English students to avoid redundancy and produce a correct piece of writing?" This question in teachers' questionnaire aims to know how possible is it for first year English students to overcome this issue and develop a correct piece of writing without any repetitive constructions. Whereas, the upcoming question (9) is asked to discover the hidden reasons that push first year English students to be redundant while writing. For the eighth question the following options were provided: possible or impossible and for the ninth question we gave some factors that make students redundant in writing which are: "lack of vocabulary", "lack of practice", or "lack of ideas".

Question ten in teachers' questionnaire tends to ask how important avoiding redundancy in academic writing is for them. The following options were provided: "very important", "important" or "not important at all".

We, exactly in question number Eleven, seek to know whether first year English teachers take their students' repetitive words into account and how often they are redundant or they simply ignore them (See Appendix 2). The participants (first year English teachers) have been supplied with the following suggestions: "All the time', "most of the time", "sometimes", "rarely" or "never".

Concerning question number twelve, the purpose is to discover what kind of feedback that academic writing teachers give to their students when they find redundant constructions. The following options were provided: "circle the redundant words", "correct the redundant words" or simply "write a note on the margin" and in case teachers have other suggestions, we have given a space where to propose other answers. However, the last question in teachers' questionnaire is an open-ended question in which the participants (teachers) are asked directly to suggest the possible solutions help overcoming this issue. To conclude, we have structured the discussed questionnaire about redundancy in academic writing for the sake of collecting trustworthy data that would help us in our research study.

2.4.3.2. Administration of Teachers' Questionnaire:

We have prepared the teachers' questionnaire which took place at the Department of Foreign Languages, Yahia Fares Medea University, exactly at the beginning of the second semester of the academic year 2018/2019. The first step that we took is to identify all academic writing teachers that may help us who were about 09 teachers. Next, we met all of them and asked them to collaborate with us by answering the questions set on the paper (questionnaire). We met some teachers in teacher's room throughout a week and some others during their teaching sessions. After that, we explained the purpose of the study being conducted and asked them kindly to help us if they please. Thus, they were helpful to the point they answered all their questions. The teachers' cooperation in the research study encouraged us to collect more reliable data. Finally, we were present while the participants were answering the questions for the sake of clarifying anything that may seem not clear for them and by the end; we thanked the teachers for their precious and fair contribution to our research study.

2.4.4 Analysis of Students' Exam Papers

Another important instrument that we have chosen in this study is a sample of written paragraphs of first year English students. We agreed to take their exam papers, mainly sixty three papers (63) of 4 groups to analyze them critically in terms of redundant constructions. These papers of writing are meant to be helpful to examine first year English students' redundancy in academic writing since most of them do their best to develop an academic piece of writing that does not contain repetitions. Another reason for selecting this research instrument is to discover the teachers' feedback of their first year English students on the problem of redundancy. The writing exam papers were chosen as a tool for the current study because they are under the hand of qualified academic writing teachers and most importantly because students are required to produce correct piece of writings that allow us to examine the papers thoroughly.

The first step that we went through is writing a formal request for the high authorities to have access to first year English students' exam papers. Next, the permission was easily given to us to take the four groups' exam papers. Finally, after collecting the required data in the current research, they were quantitatively analyzed in terms of first year English students' redundant constructions.

2.4.5 Research Validity and Reliability

2.4.5.1 Research Validity

We have chosen the pilot study method for the sake of validating the research problem. We have selected an explicit question related to academic writing. In addition, the written test encompassed a short passage as a sample to help the participants in their writings. Ultimately, after our analysis we have discovered that redundancy exists. Hence, our research is valid.

2.4.5.2. Research Reliability

In this case, the participants were tested twice. They were tested on Saturday then after one week they were given the same test again in their academic writing sessions of the second semester. The two results gathered were analyzed and compared for the sake of evaluating the test reliability. Finally, we have concluded that the two results obtained from the two tests were the same and this justifies the reliability of the research.

Conclusion

For the sake of exploring the issue of redundancy in academic writing in EFL classroom, we made use of various research instruments. First, we provided a written test. This latter is considered as a perfect tool that would test first year English students' writing. Second, we prepared a questionnaire to a considerable number of participants of both teachers and first year English students. Finally, we analyzed about sixty three (63) exam papers of four groups. This research has been conducted under good conditions for which we could assume valid and reliable data. To sum up, the data required in this research was successfully gathered, interpreted and analyzed, thus the findings are presented and discussed in the upcoming chapter.

Introduction:

The current research aims at investigating the issue of redundancy in academic writing that first year English students encounter in their writing performance. This research tends to explore the different types of redundancy in writing, seeking to identify the factors that cause this learning problem. For this purpose, students' and teachers' questionnaires were administered; first year English students' test and their exam papers were analyzed. Finally, this chapter discusses, presents and interprets the results reached in this study.

3.1. The Test Results

We have conducted a written test for a sample of 83 students randomly selected from the population of first year English students. The participants of the four groups were tested in four different and separated sessions, taking place at the beginning of the second semester of the academic year 2018/2019. The table bellow shows the total number of redundant constructions that the participants commit in their written test and the number of redundant construction for each type with their percentage.

Types of redundancy	Pleonasm	Redundant abbreviation	Intensifiers	Plague words	Cliché	Platitudes	Total
Number of redundant constructions	93	0	51	17	23	09	193
Percentage %	48%	0%	26%	8.9%	12%	4.7%	100%

Table 02: The classification of first year English participants test's redundant constructions

As presented in table 01, the total number of redundant constructions that the participants committed in the written test reached 193. This means that 83 wrote 193 redundant constructions in their paragraphs. These data, in terms of numbers, show that the participants have made more than one redundant construction in one paragraph.

More specifically, we have categorized the different types of redundant constructions that the participants produced in the written test and we have concluded that the most frequent type of redundancy found in the participants' piece of writing is pleonasm. This type of

redundancy constituted about 87.09 % of all the redundant types produced in this test. The second most common type of redundancy encountered in students' paragraphs is intensifiers. About 26% of all the redundant constructions were in the form of producing words that do not add extra meaning. The cliché is another type of redundancy that constituted about 12% of all the redundant constructions. This type of redundancy deals with opinions or phrases that are overused and show lack of original thought. Finally, the three least common types of redundancy found in the results of the written test were: plague words about 8.9%, platitudes about 4.7% and the last type known as redundant abbreviations which have not been found in the participants' writing 0%.

It has been clear that the results explain that all the participants (100%) have produced redundant constructions in their written test. Table 1 shows that the most frequent type of redundancy produced by the participants is pleonasm, such as "it is a true fact". Moreover, a great number of students, about 26 %, produced intensifiers in their writing, for instance "**extremely** important" or "**severely** inadequate". Cliché is another type of redundancy that constituted about 12% and it deals with redundant phrases that do not add any meaning to the sentence. An example of this type is: "money can't buy happiness" or "practice makes perfect". However we have observed that the last three types of redundancy: plague words 8.9%, platitudes 4.7% and redundant abbreviations 0% seem to be less used by the participants and this explains that the participants have little problem with these types. An example of plague words: "there is **basically** no reason", platitudes such as "it's okay" or "you'll get over it". Finally, the redundant abbreviations occur when the writer includes the abbreviation of the word then he writes the word itself, for instance LTS (Language and Technology School). This type of redundancy has not been found in students' writing.

3.2. Discussion of the Test results

The data gathered in this written test points out that first year English students have a serious problem of redundancy in writing, and the total number of redundant constructions presented in Table 1, which reached 193, proves this fact. Despite the fact that this test was accessible to everyone and the question was easy and direct, the participants produced redundant constructions. This fact proves that first year English students suffer from the problem of redundancy in writing academic papers.

In this test, most learners have little difficulty in producing plague words. These plague words are such: "basically, perfectly, nicely…" with this type of redundancy, the writer

includes words that do not add anything to the sentence, but rather bother the reader. Similarly, platitudes such as: "It's fine, that's life and never mind…" are less used in this test. However the data gathered in this test show that the participants do have a serious problem in producing pleonastic constructions like: "unexpected surprise and hopeful optimism." This type of redundancy occurs when the writer uses more words than are required to convey a meaning, like the sentence "see with your eyes" because it is obvious for readers that we see with our eyes. In addition, intensifiers also seem to be overly used in this test. The participants produced intensifiers like: "very, extremely and highly". According to the data gathered in this test, we have come up with a possible justification of these conclusions which is the lack of vocabulary. When learners have less vocabulary they feel unable to express their ideas therefore they produce texts full of redundant constructions. Moreover, lack of practice and lack of reading may have an effect on students L2 learning in general and on their writing skills in particular. Finally, the students' ignorance of academic writing skills can be one of the factors that cause redundancy in writing.

For pleonasm, it is found out that the majority of first year English students were unable to eliminate the redundant constructions in their writing. For instance, from the results found in the test students instead of writing "academic writing is formal" they wrote "academic writing and writing academically are formal". Here in this sentence the phrase "academic writing" means the same as writing academically, but they included it in their writing because they lack vocabulary. Thus, the major reason behind redundancy in academic writing is the insufficiency of vocabulary. For this matter, students find themselves in a constant need of writing the same words in their content just for the purpose of filling their papers. Another reason behind producing redundant constructions in writing academic papers lies in the back of practice that forces the students to be redundant even if they do not have the desire to.

Another type of redundancy frequently found in the results of the test is intensifiers. From the findings, we can deduce that the participants add adverbs that do not bring extra meaning to the sentence but beautify the language and this kind of language is not acceptable in academic writing. For example a great number of students include adverbs like: "extremely, amazingly, unbelievably". In addition, we have noticed that the word "very" is excessively used by the participants, for instance: "it is very important". Thus, it is much better to write "it is important' rather than adding an extra word that does not add any additional meaning to the sentence. For this matter, a possible explanation for producing this type of redundancy can be

attributed again to the lack of vocabulary. Students find themselves repeating the same words or adding some unrequired adverbs in their writing because they lack vocabulary.

Clichés are phrases or expressions that are unrequired in academic writing. In this study, we have found that this type of redundancy represents 12% of all the redundant constructions found in this test. Most of the students have produced clichés in their writing and since the question directed to the participants, asks about the factors that help improving the academic writing skills, they have produced this kind of cliché "practice makes perfect". Thus, it is clear that first year English students find it difficult to eliminate this type of redundancy in writing academically.

Another type of redundancy known as plague words has constituted about 9% of all the redundant constructions. From our analysis we have found phrases like: "and also, as to whether, each and every, equally as" which are often redundant and adverbs like: "basically, essentially and totally" that add nothing useful to the sentence. In academic writing, avoiding plague words or phrases like these improve the level of the sentence. Finally this type of redundancy occurs due to the lack of vocabulary as well as the lack of writing academically. However, the three least frequent types encountered in this test were: platitudes which constituted 4% and the redundant abbreviations which have never been found in the test 0%.

In brief, the results assembled from first year English students' test helped us to answer two research questions. First, the test's results proved that first year English students have a serious issue of producing redundant constructions observed in the high percentage of 48%. Second, we were able to categorize the types of redundancy and classified them into six types. Finally, it is proved that first year English students frequently produce redundant constructions in terms of pleonasm, intensifiers and cliché and it is proved that redundancy in terms of platitudes and plague words were the least common types. Finally, we used other research instruments on the purpose of checking the findings of the test results.

3.3. The Analysis of the results of students' Exam Papers

To strengthen the results acquired from first year English students' test, we analyzed 64 exam papers of first year English students in academic writing module for the first semester of the academic year 2018/2019. The exam papers were randomly chosen from the four groups of the population of first year students and from each group we selected 16 exam papers to examine. The results established from this analysis were as follows:

First, the total number of redundant constructions that we found in the 64 exam papers examined was 160 redundant words, which means in each paper we found an average of 3 redundant constructions. Second, these redundant constructions were classified into six types. The data gathered shows that the most frequent type of redundancy produced in the exam papers was pleonasm 47%. Additionally, 34 redundant constructions were classified into intensifiers which represent about 21% of the total number of redundant constructions found in first year English students' exam papers. Moreover, plague words constituted about 15% of the redundant constructions. Also we have found that the students have produced an average of 20 clichés in their paragraphs and this constituted about 13%. Finally, we have found that in the 64 exam papers examined platitudes represent less than 5% of all the redundant constructions. However, we have found no redundant abbreviations in students' exam papers 0%.

Teachers' feedback was taken into account while examining students' exam papers. We have noticed that academic writing teachers have rarely given feedback on their students' redundant constructions. Of all the 160 redundant constructions in the 64 exam papers, academic module teachers have identified only 10 redundant constructions which represent about 6% of the cases. Furthermore, the redundant constructions in students' exam papers were identified by underlying, circling and crossing them. However, it was noticed that there have been no correction of the redundant constructions. Finally, we have observed that papers with less redundant constructions lack an important aspect of a coherent paragraph called "structure" in which they have not followed the correct structure of the paragraph.

3.4. Discussion of the Analysis of Exam Papers' Results

The results of the exam papers seem to prove the results previously attained. The majority of students made various redundant constructions and the percentage of each type of redundancy is relatively consistent with the previous findings. The redundant constructions of first year English students have reached a critical level where we encountered more than 3 redundant constructions in one paragraph. Moreover, through analyzing first year exam papers we have recognized that redundancy was not taken into account by the teachers, because we have not found any remark written by the teacher. Despite the fact that they identified the redundant constructions found in the paragraphs, they have never provided the concise version of the redundant constructions to the students. We have discovered that the majority of the papers that contain redundant constructions got weak marks from 8 to 10 out of 20.

The results reached from analyzing the 64 first year exam papers were valuable. This analysis enabled us to confirm the results of the test and prove that first year English students have serious problem with producing redundant constructions and the most frequent type found in their papers was pleonasm. Since our research is academic, we, as researchers gained a lot of help from this research. We made our own investigation in this filed and at the same time we learnt how we can ovoid all sorts of redundancy. For further validation of the previously gathered results we administered two questionnaires, one for teachers and the other for students. The results obtained from these questionnaires are as follows.

3.5. Learners' Questionnaire Results

To affirm the results obtained from students' test and the analysis of first year exam papers and since it is important to give learners the chance to express themselves and give their opinions about redundancy in academic writing. Therefore, we have provided a questionnaire to 97 first year English students. The questionnaire consists of twelve (12) questions and other direct questions that require direct answers. The results obtained were the following.

1. **How important a well organized and a correct academic piece of writing is for you? Is it:**

	Very important	Important	Not important at All	Total
Number of responses	60	36	1	97
percentage of students	61%	37%	1.23%	99%

Table 03: Response of question one in learners 'questionnaire

1. **How important a well organized and a correct academic piece of writing is for you? Is it:**

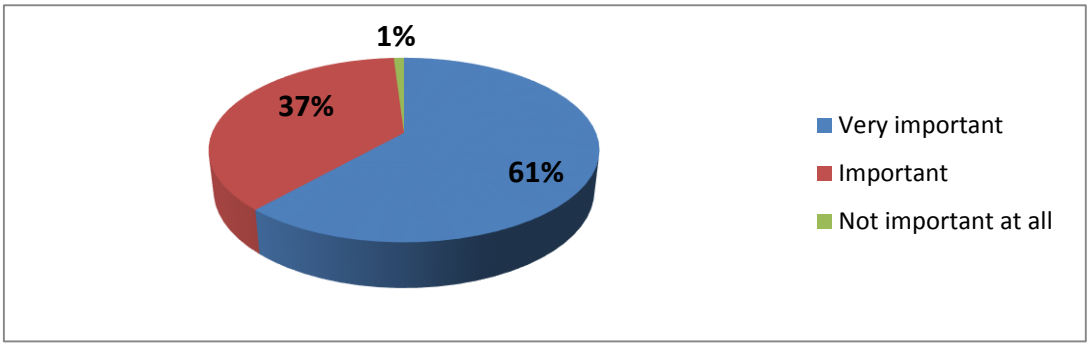


Figure 01: Response of question one learners' questionnaire

The first question seeks to take the participants' opinions about the importance of a correct piece of writing. We asked this question for the purpose of evaluating students' impression about how important writing academically is. The results obtained show that the majority of the participants, 61%, assumed that writing academically is very important and 37% of them declared that it is important. However, the lowest percentage that constituted 1.30% was given to the option "not important at all".

2. **How do you evaluate your academic writing skills? Is it:**

	Perfect	Good	Bad	Very bad	Total
Number of responses	0	78	19	0	97
Percentage of students	0%	80%	20%	0%	100%

Table 04: response of question two in learners' questionnaire

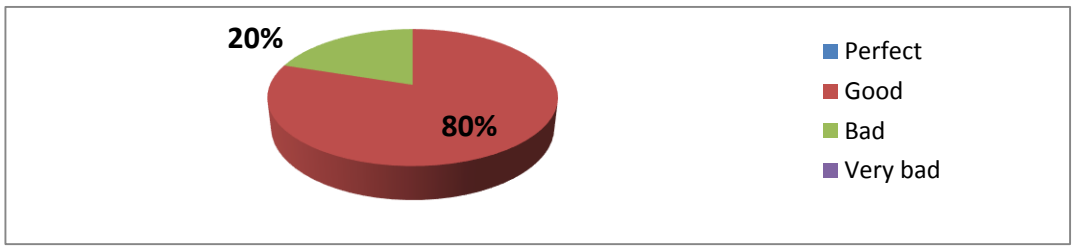


Figure 02: response of question two in learner's questionnaire

The second question is designed to investigate the students' own evaluation of their academic writing performance. As presented in Figure 2, 80% of the participants believe

that their writing performance is good and 20% of them say that they are bad in academic writing. Whereas, the two other suggestions "perfect" and "very bad" were given a percentage of 0%.

3. Is avoiding redundancy in academic writing:

	Very difficult	Difficult	Not difficult at all	Total
Number of responses	7	73	17	97
Percentage of students	7%	75%	18%	100%

Table 05: response of question three in learners' questionnaire

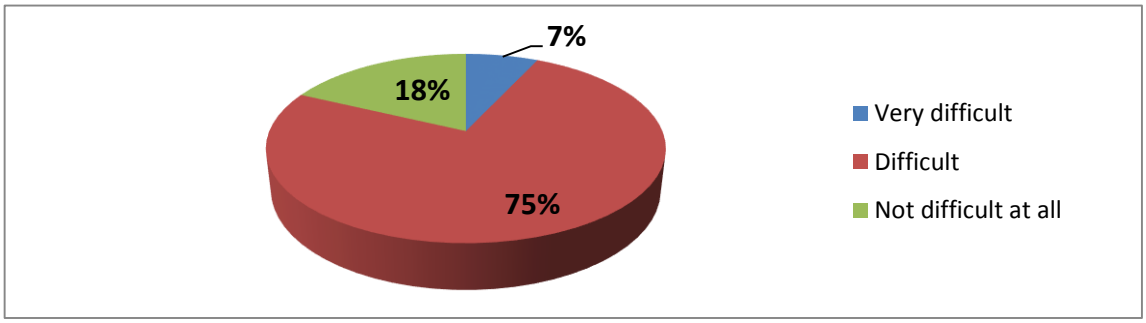


Figure 03: Response of question three in learners' questionnaire

EFL students can have different perspectives about the difficulty of avoiding redundancy in academic writing. Once the students were able to notice how much avoiding redundancy is difficult, this means that they have the power to eliminate the redundant constructions. On the one hand, the data acquired from the questionnaire tends to prove the majority of students 75% think that avoiding redundancy is a difficult task and 18% of the participants think that it is not difficult. On the other hand, the smallest percentage 7% of this study was given to "a very difficult task".

4. Do your teachers take your redundant constructions when correcting your papers?

	Always	Most of the time	Never	I do not know	Total
Number of responses	35	42	06	14	97
Percentage of students	36%	43%	6%	14%	100%

Table 06: Response of question four in learners' questionnaire

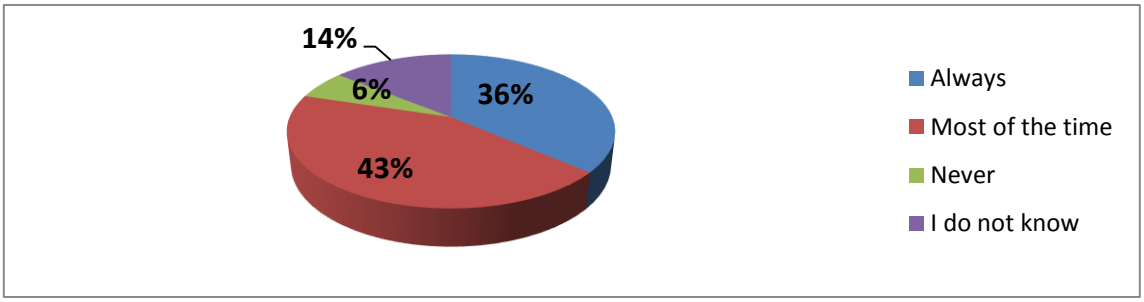


Figure 04: Response of question four in learners' questionnaire

In learning academic writing skills, the teachers' attitudes and beliefs influence students' writing performance. It is assumed that if the students feel that their teachers are not interested in their redundant constructions in academic writing, they will believe that avoiding redundancy is not important in academic writing. Thus, question four in learners' questionnaire is an attempt to shed light on this point and from the data gathered almost half of the participants, 43%, said that their teachers most of the time take their redundant constructions in their writing in account and about 36% of them said that teachers are always interested about their redundant constructions in academic writing. Whereas, 14% saw that they do not know if their teachers take their redundant constructions into consideration and only 6% of them believe that their redundant constructions are never taken into consideration by their teachers.

These results also confirm the previous findings about the importance of a correct piece of writing to teachers. We see that 35% of the participants argue that their teachers always care for their redundant constructions in academic writing. A possible justification of this is that teachers are always clear about their stand from students' redundant constructions and they take them into consideration almost all the time when correcting their papers.

5. Are you able to recognize your redundant constructions in your writing?

	Yes	No	I do not know	Total
Number of responses	64	14	19	97
Percentage of students	66%	14%	20%	100%

Table 07: Response of question Five (5) in learners' questionnaire

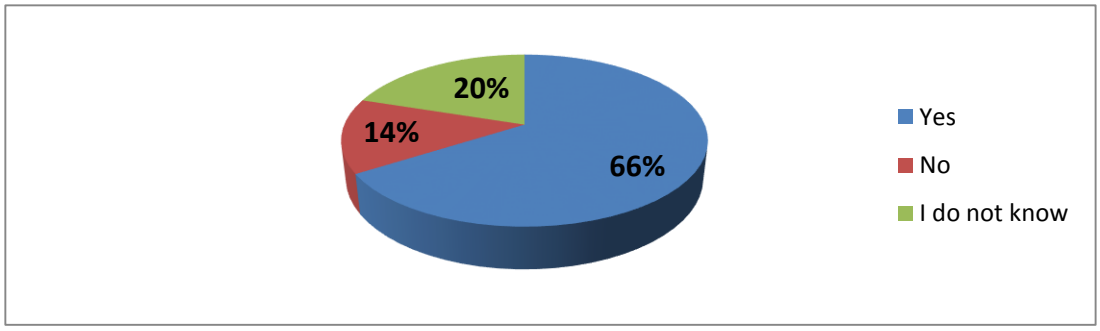


Figure 05: Response of question Five (5) in learners' questionnaire

For question five, most of the participants, 66%, said that they recognize their redundant constructions while writing academically, 20% of the responses were given to the option "I do not know" and only 14% of the participants answered with "No" they never recognize their redundant constructions.

This question helped us to clarify the fact that first year English students are suffering from the problem of redundancy in academic writing and that redundancy is detecting their writing performance. We concluded that the possible justification for this situation is that first year students do not receive any formal instruction about how to avoid redundancy in academic writing. Such ignorance affects the students' writing performance.

6. In what way you believe you can improve your academic writing skills? Is it through:

	Reading academic books	Learning academic vocabulary	Practice	Free writing	Imitating writers	Ask teachers' help	Total
Number of responses	58	43	53	35	7	27	154
Percentage of the students	38%	28%	34%	23%	5%	18%	100%

Table 08: Response of question six (6) of learners' questionnaire

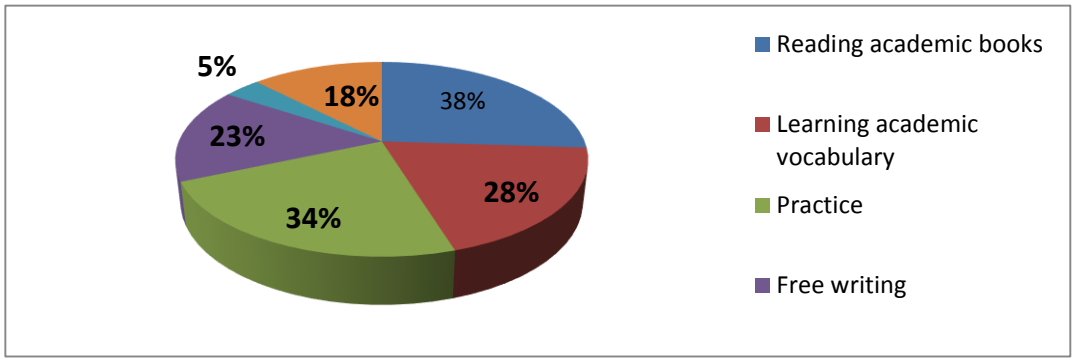


Figure 06: Response of question six (6) in learners' questionnaire

Students find some difficulties in their writing skills and have the problem of how to improve their academic writing skills. Thus, the results gathered from this question differ from a student to another. For this matter, we have observed that 38% of the participants consider reading academic books as a best way to improve their academic writing skills. On the second place we found that learning academic vocabulary constituted 28% as a technique to help students improve their writing. In addition, practice according to the participants is a good way to improve their writing which constituted about 34%. Moreover, 23% of the participants think that academic writing skills can be improved through free writing. Despite the fact that the teacher's help and feedback play an important role in the learning process, a low percentage of 18% was given to the option "Ask the teacher's help". However, only 5% of the participants think that they can improve their academic writing skills through imitating writers. In brief there were other suggestions provided by the students which say that improving the academic writing skills can be through watching movies, reading stories and chatting with friends from other countries.

7. What type of redundancy are you suffering from the most? Is it:

	Redundancy of words	Redundancy of ideas	Both of them	None of them	Total
Number of responses	50	23	19	5	97
Percentage of students	51%	24%	20%	5%	100%

Table 09: Response of question seven (7) in learners' questionnaire

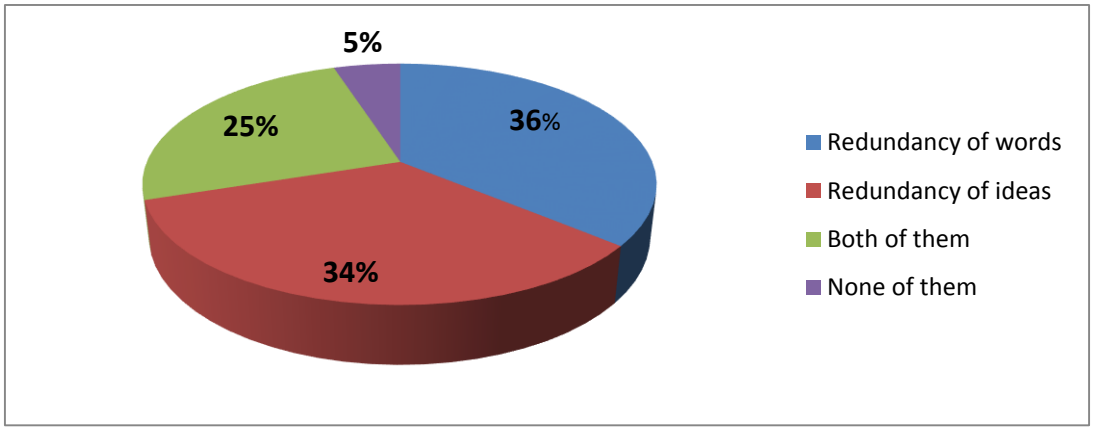


Figure 07: Response of question seven (7) in learners' questionnaire

For question seven, half of the students, 51%, declared that redundancy of words is the most frequent type they are suffering from and about, 24%, of students said that they suffer the insufficiency of ideas while writing academically. Moreover, we deduced that a low percentage of the participants face both redundancy of words and ideas which constituted 20%. However, only 5% of the participants who said that they have problem with neither redundant constructions nor with redundant ideas.

8. What are the reasons that push you to be redundant in writing? Is it:

	Lack of vocabulary	Lack of ideas	Insufficient time	Stress and Anxiety	Total
Number of responses	38	25	19	34	116
Percentage of the students	33%	22%	16%	29%	100%

Table 10: Response of question eight (8) in learners' questionnaire

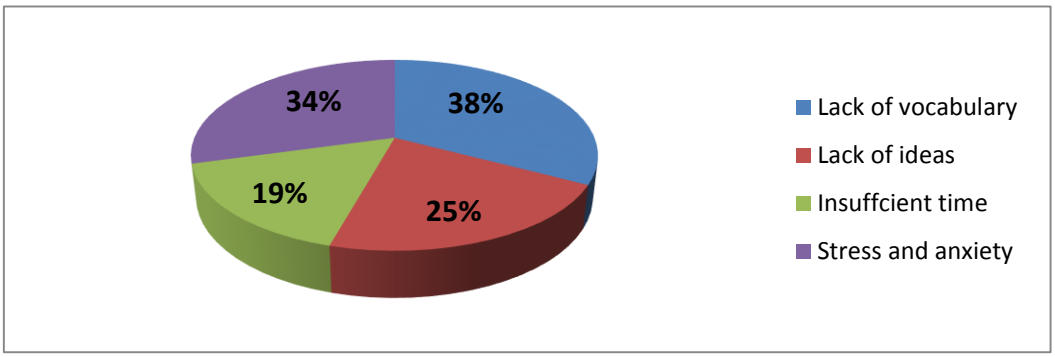


Figure 08: Response of question eight (8) in learners' questionnaire

Many factors can have an impact on students' writing performance. Thus, to discover the factors that push first year English students to produce redundant constructions in their writing we agreed to ask such a question. The results obtained from this question show that the majority of the participants 33% saw that the main reason behind being redundant in academic writing is the insufficiency of vocabulary. Then, 22% of them declared that the lack of ideas can be a reason for producing redundant constructions. In addition, a percentage of 29% was given to the option of "stress and anxiety". However, some of the participants 16% think that producing redundant constructions come from the insufficiency of time.

9. What stage of the writing process is the most difficult for you? Is it:

	Pre-writing	Editing	Drafting	Proof-reading	Total
Number of responses	36	34	17	15	102
Percentage of the students	35%	33%	17%	15%	100%

Table 11: Response of question nine (9) in learners' questionnaire

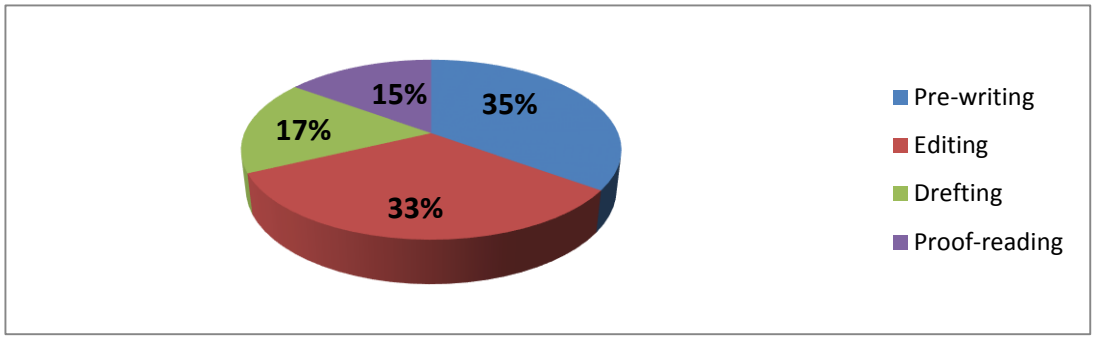


Figure 09: Response of question nine (9) in learners' questionnaire

For this question, from the total number of the participants which reached 102 English student, almost half of them 36 one said that the pre-writing is the most difficult stage in the writing process which constituted the percentage of 35%. Also, 33% of the participants believe that editing is the most difficult step they can face in their writing process. Additionally, drafting took the percentage of 17% and finally only 15% of the participants assumed that proof-reading is difficult in writing.

From these results, we have observed that the difficulty of pre-writing in writing may be a main reason that leads to redundancy in academic writing.

10. Does thinking in your native language influence your way of writing?

	Yes	No	I do not know	Total
Number of responses	56	23	18	97
Percentage of students	58%	24%	18%	100%

Table 12: Response of question ten (10) in learners' questionnaire

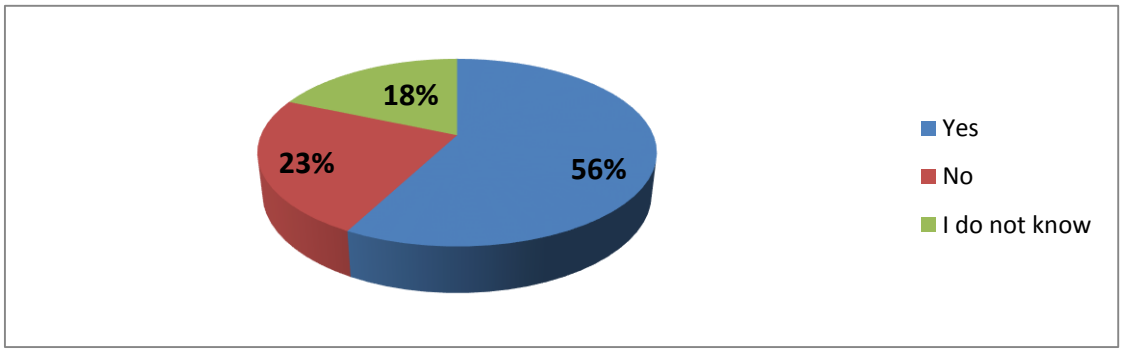


Figure 10: response of question ten (10) in learners' questionnaire

Throughout this question and from the total number of students (97) we found that the majority 58% of students believe that the interference of their mother tongue influences their writing process. Then, 24% of the participants answered with "No" thinking in their native language has no relationship with the difficulty of writing. However, only 18% of them said that they do not know if their native language influences their writing performance or not.

Therefore, we have come up with a conclusion which states that the interference of Arabic language or in other words thinking in the native language is another main reason that pushes students to be redundant.

11. What is the most specific type of redundancy you commit in your writing? Is it:

	Pleonasm	Redundant Abbreviations	Plague words	Intensifiers	Cliché and Platitudes	Total
Number of responses	35	18	29	21	9	112
Percentage of students	31%	16%	26%	19%	8%	100%

Table 13: response of question eleven (11) in learners' questionnaire

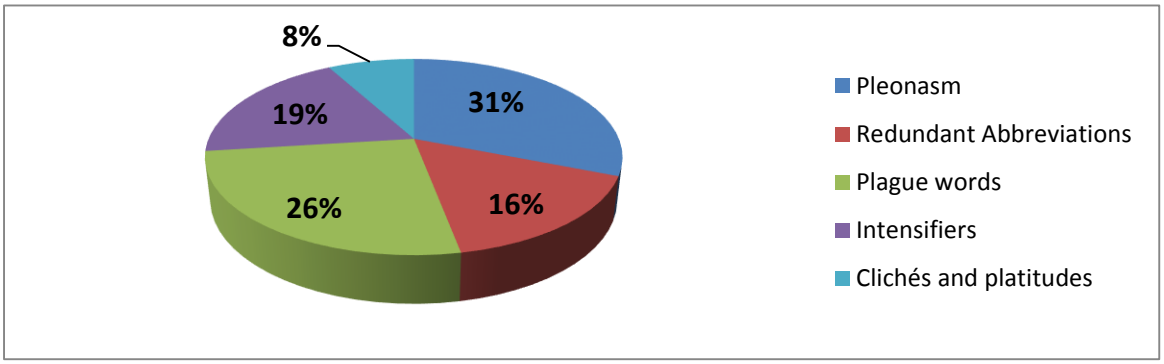


Figure 11: response of question eleven (11) in learners' questionnaire

The penultimate item of this questionnaire tries to explore the common types of redundancy that students commit in their writing. First year English students state that the most common type is pleonasm with the percentage of 31%. On the second place we found the type of plague words with the percentage of 26%. Then, 19% of responses were given to intensifiers. Finally, according to the results obtained from students' questionnaire, the least frequent types were the redundant abbreviations 16% in addition to clichés and platitudes 8%.

In general, the data assembled from question 12 confirmed the ones collected from the written test and the analysis of the exam papers in terms of the classification and the most frequent type of redundancy.

12. **What are the possible solutions you can suggest to overcome redundancy in academic writing?**

Question 12 in learners' questionnaire is an open-ended question in which the participants were asked to provide some solutions to overcome redundancy in academic writing. As a result, some of the participants have not provided us with any solutions. However, the majority of them have provided some similar suggestions such as: hard work, a lot of practice, asking teachers' help, learning academic vocabulary and finally practicing a lot of reading and listening.

3.6. Teachers' Questionnaire Results

Teachers' question is another instrument used in this research that aims to confirm the previous results. This questionnaire aims at answering some important questions. First, whether first year English students have the problem of producing redundant constructions in academic writing and how often they make them. Second, to categorize the types of redundancy found in their students writing, whether they correct these redundant constructions and how they correct them. Finally, teachers could express their opinions using strong arguments in an open-ended question.

1. **How many of your first year English students develop a well-organized paragraph?**

	All of them	Most of them	Some of them	None of them	Total
Number of responses	0	8	0	0	8
Percentage	0%	100%	0%	0%	100%

Table 14: Response of question one (1) in teachers' questionnaire

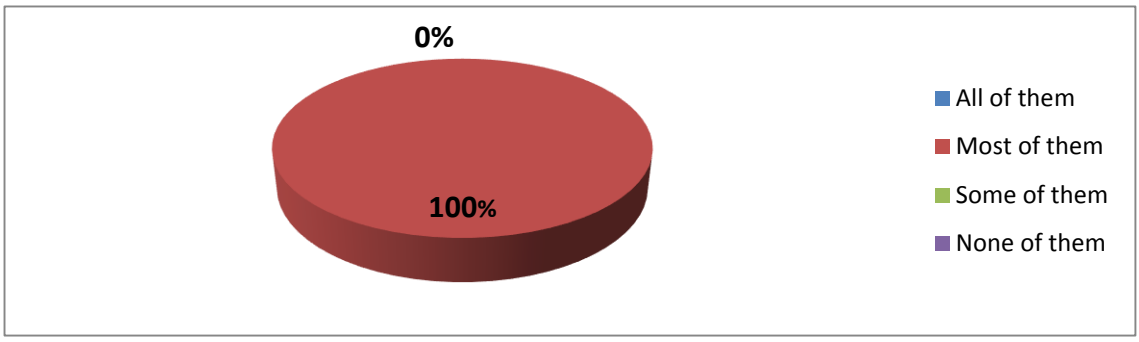


Figure 12: Response of question one (1) in teachers' questionnaire

Throughout this question and with the participation of eight teachers we have found that almost all of them 100% believe that most of their first year English students develop a well organized paragraph. By contrast, the other suggestions constituted the percentage of 0%.

2. How do you evaluate your first year English students' academic writing skills?

	Excellent	Good	Fair	Poor	Very bad	Total
Number of responses	1	2	3	1	1	8
Percentage	13%	25%	38%	13%	13%	100%

Table 15: Response of question two in teachers' questionnaire

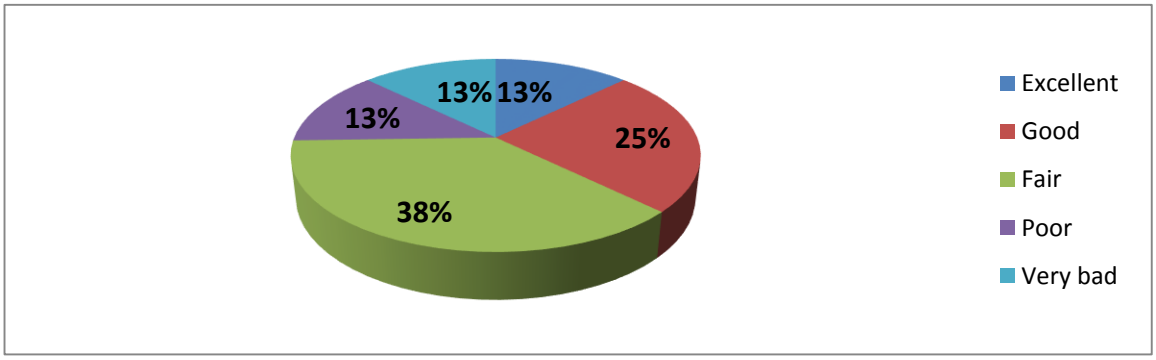


Figure 13: Response of question two (2) in teachers' questionnaire

The second question was designed to have an idea about the writings of first year English students. The teachers were asked to give an evaluation of the level of first year English students' writing performance. The data gathered from this question show that the majority of first year teachers 38% believe that their students' academic writing performance is fair. Another percentage which constituted 25% from the total number of teachers thinks that their students are good enough in developing a correct paragraph. Moreover, only 13% of the

teachers said that their students' writings are sometimes good and sometimes excellent. However the remaining percentage 13% was given to the option "very bad".

3. **Do your first year English students' paragraphs contain redundancy?**

	Yes	No	I do not know	Total
Number of responses	**7**	**1**	**0**	**8**
Percentage	87%	13%	0%	100%

Table 16: Response of question three (3) in teachers' questionnaire

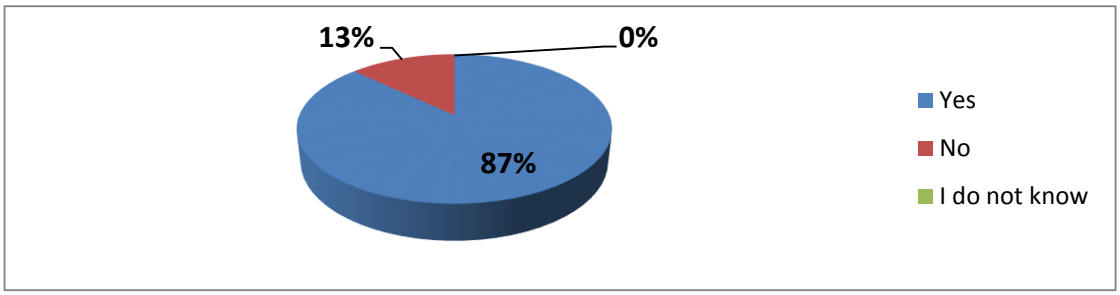


Figure 14: Response of question three (3) in teachers' questionnaire

This question is designed to have a clear answer about whether first year English students' paragraphs contain redundant constructions or not. Consequently, according to first year English academic writing teachers' answers we have found that almost all the teachers 87% declared that their students' paragraphs contain redundant constructions and about 13% of them believe that their students' writing does not contain redundant constructions. However the third option "I do not know" constituted 0%.

4. **How often do redundant constructions distract your reading?**

Suggestions	Always	Sometimes	Often	Never	Total
Number of responses	2	3	3	0	8
Percentage	25%	37%	37%	0%	100%

Table 17: Response of question four (4) in teachers' questionnaire

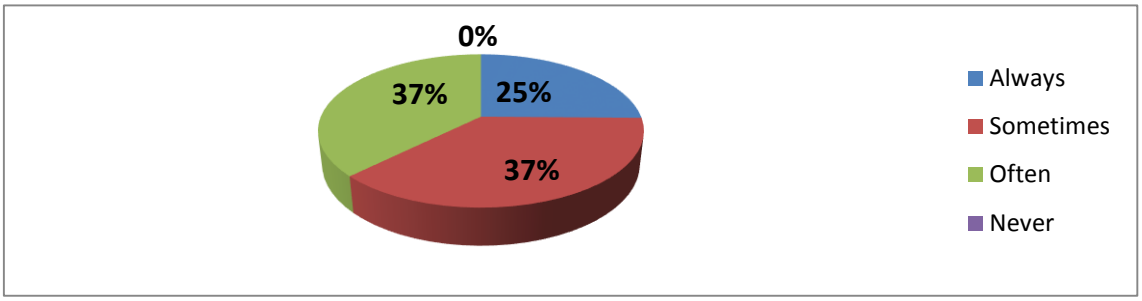


Figure 15: Response of question four (4) in teachers' questionnaire

One of the main reasons for conducting this research is to know how often redundant constructions bother the teacher reading. Therefore the question 3 of this questionnaire was asked. We asked the teachers to tick either 'always', 'sometimes', often' or 'never'. The data obtained showed that 37% of teachers said that the redundant constructions sometimes distract their reading as well the option often whereas 25%of the participants stated that always they do. Finally, 0%percentage was given to the option never.

5. Do your first English students' recognize their redundant constructions?

Suggestions	Yes	No	I do not know	Total
Number of responses	1	6	1	8
Percentage	12%	75%	12%	100%

Table 18: Response of question five (5) in teachers' questionnaire

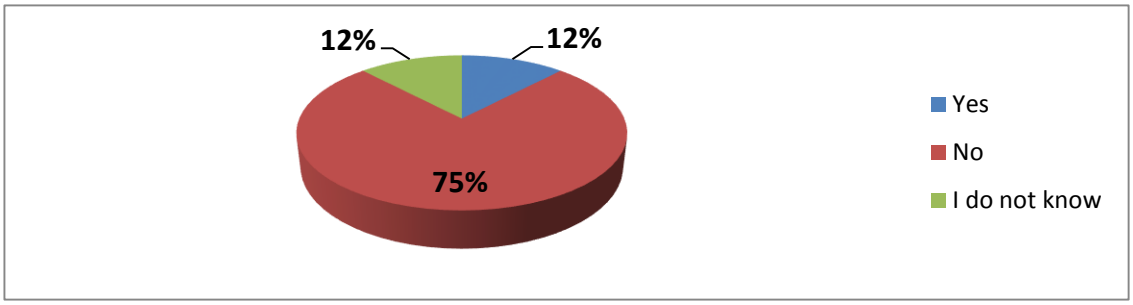


Figure 16: Response of question five (5) in teachers' questionnaire

The aim of this question is to discover whether first year English students do recognize their redundant constructions in their writing. Thus, from the answer that first year academic writing teachers provided we have noticed the option "No" took the highest percentage 75% which states that their students do never recognize their redundant constructions. However,

some teachers 12% said that their students recognize their redundant constructions. Similarly, the last option 12% of the teachers said that they do not know whether their students recognize their redundancy in academic writing.

6. Have you ever taught your first year English students how to avoid redundancy?

Suggestions	Yes	No	Total
Number of responses	4	4	8
Percentage	50%	50%	100%

Table 19: Response of question six (6) in teachers' questionnaire

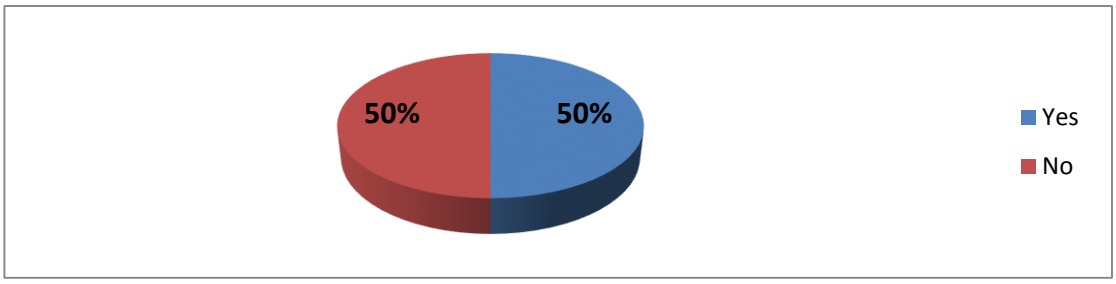


Figure 17: Response of question six (6) in teachers' questionnaire

To investigate if teachers taught their students how to avoid redundancy while writing, question six was asked. The results gathered showed that half of the teachers 50% teach their students how to avoid redundancy. However, the remaining percentage 50% of the teachers declared that they do not teach their students how to stay away from redundancy in their writing. Thus, it cab said that first year students of English at Yahia Fares Medea University produce such redundancies in their writings due to lack of instructions of how to avoid being redundant in writing.

7. What is the most frequent type of redundancy that your first year English students commit in writing?

Suggestions	Pleonasm	Redundant abbreviations	Plague words	Intensifiers	Clichés and platitudes	Total
Number of Responses	6	2	5	4	1	20
Percentage	30%	10%	25%	20%	15%	100%

Table 20: Response of question seven (7) in teachers' questionnaire

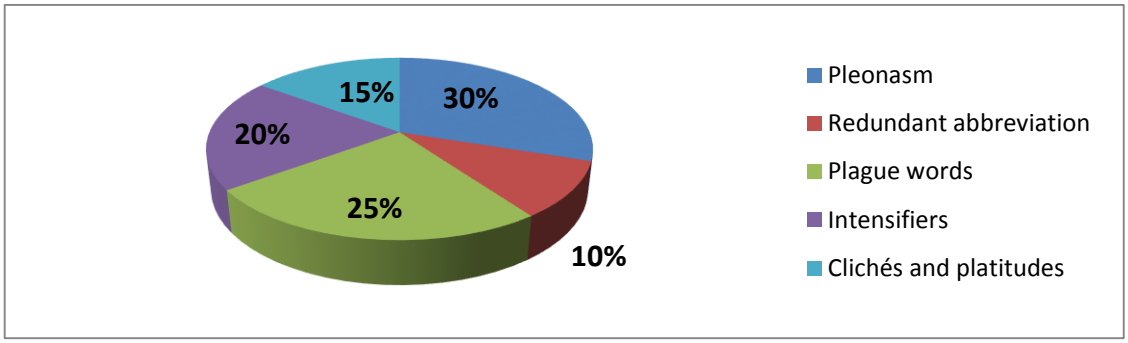


Figure 18: Response of question seven (7) in teachers' questionnaire

To explore the most frequent type of redundancy encountered in first year English students' writing we designed for academic writing teachers question seven. The results gathered showed that 30% of the teachers taking part in this study believe that pleonasm is the most common type found in learners' writings. From the total number of the teachers (8), five teachers think that plague words are the most frequent type of redundancy produced by their students. Then, 20% of the teachers declared that intensifiers are spread in their students' writings. However, redundant abbreviation 10%, clichés and platitudes 15% were rarely crossed by the teachers.

For this matter, the data gathered from questions 3, 5 and 7 seem to be consistent to a large extent with the results of the written test, analysis of first year exam papers and students questionnaire. Thus, we can say that the most frequent type of redundancy in academic writing is pleonasm. Also we want to highlight the fact that both teachers and students who concerned with this study seem to be aware of the different aspects tackled in this study, for instance the different types of redundancy and the frequency of their occurrence.

8. **Do you believe it is possible for your first English Students to avoid redundancy and produce a correct piece of writing?**

Suggestions	Possible	Impossible	Total
Number of responses	8	0	8
Percentage	100%	0%	100%

Table 21: response of question eight (8) in teachers' questionnaire

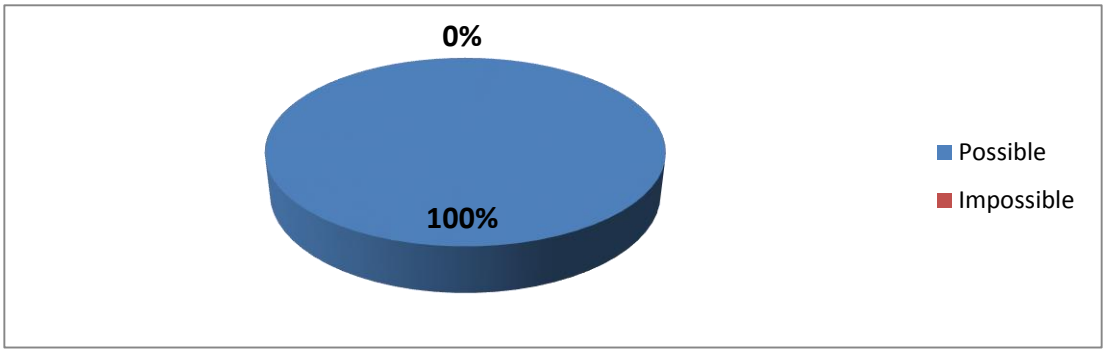


Figure 19: Response of question eight (8) in teachers' questionnaire

The question eight interrogated to realize the possibility of avoiding redundancy for students. The data assembled was that all the teachers 100% agreed that it is possible for first year English students to avoid and produce a correct piece of writing with no redundant constructions. Whereas, none of the teachers 0% believe that their students are unable to overcome this issue.

9. **What do you think are the reasons that push first year English students to be redundant in writing**

Suggestions	Lack of vocabulary	Lack of practice	Lack of ideas	Academic writing is a new module	Total
Number of responses	5	6	2	5	18
Percentage	27%	33%	11%	27%	100%

Table 22: Response of question nine (9) in teachers' questionnaire

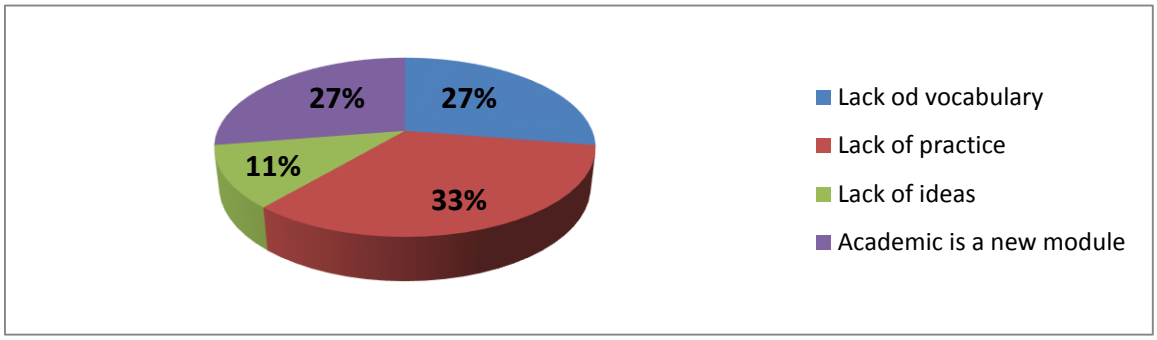


Figure 20: Response of question nine (9) in teachers' questionnaire

There are several reasons that push first year English students to produce redundant constructions. For this matter, we agreed to design the following question: what do you think are the reasons to push first year English students to be redundant in writing? The results obtained from this question showed that 33% of teachers believe that the lack of practice can be a major reason for this serious issue. Moreover, the percentage of 27% was given to both the lack of vocabulary and the fact of academic writing is a new module for first year English students. For this reason, they produce redundant constructions. Finally, a low percentage 11% of the teachers thinks that the lack of ideas is the main reason behind producing redundant constructions.

In general from the data gathered in this questionnaire we have confirmed the validity of the previous data gathered from the written test and learners' questionnaire. As a result, we have confirmed that both lack of practice and lack of vocabulary are seem to be the major factors why students are always redundant in writing.

10. How important avoiding redundancy in writing is for you?

Suggestions	Very important	Important	Not important at all	Total
Number of responses	6	2	0	8
Percentage	75%	25%	0%	100%

Table 23: Response of question ten (10) in teachers' questionnaire

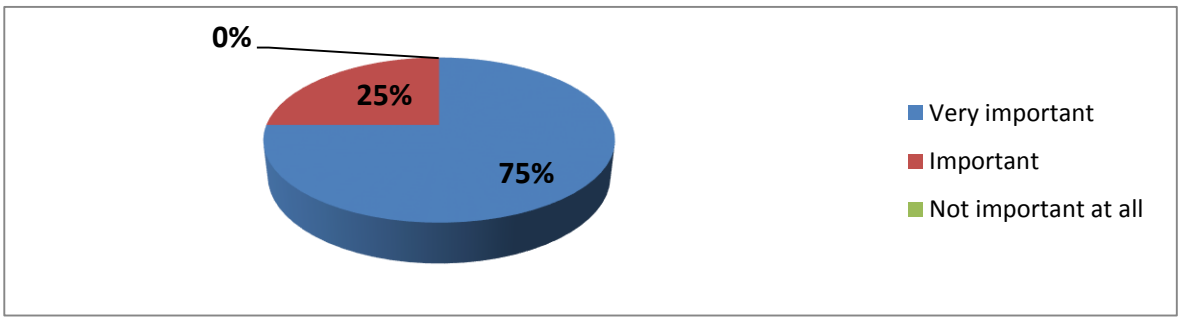


Figure 21: Response of question ten (10) in teachers' questionnaire

Redundancy is a serious problem in academic writing. The interference of redundancy in formal writing distorts the image of a well organized piece of writing. For this reason, we decided to include question number ten. The data collected showed that the highest percentage of teachers 75% admitted that the avoidance of redundancy is very important. In addition, the suggestion "important" took the remaining percentage whereas the suggestion "not important at all" was given 0%.

11. How often do you take your first year English students redundancy words when scoring their papers into consideration?

Suggestions	All the time	Most of the time	Sometimes	Rarely	Never	Total
Number of responses	1	6	1	0	0	8
Percentage	12%	75%	12%	0%	0%	100%

Table 24: Response of question eleven (11) in teachers' questionnaire

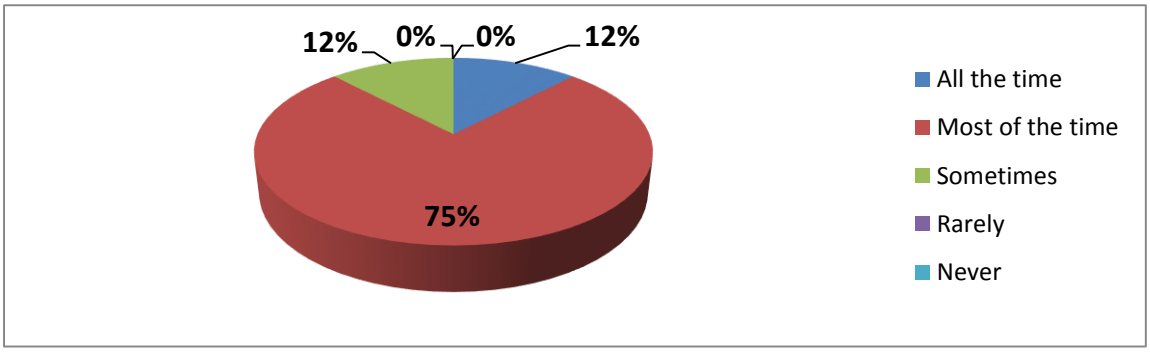


Figure 22: Response of question eleven (11) in teachers' questionnaire

Redundancy in academic writing is important to the extent that teachers prevent their students from having good mark or simply reward them when scoring their papers. For this reason we have ask question eleven. The results of this question showed that the majority of the teachers

75% said that they most of the time take their students' redundant constructions into account when scoring their papers. 18% of them declared that they all the time care for their students redundant constructions, however, only 12% of them said they sometimes do so.

In brief, this question shows the teachers' perspectives about redundancy in writing. Most teachers said that avoiding redundancy is important and that they care for their students redundant constructions. However, there has been noticed that teachers have not provided any correction to their students' redundant constructions.

12. What type of feedback do you provide your students with when their writing is full of redundancies?

Suggestions	Circle the redundant words	Correct the redundant words	Write a note on the margin	Total
Number of responses	5	0	6	11
Percentage	45%	0%	54%	100%

Table 25: Response of question twelve (12) in teachers' questionnaire

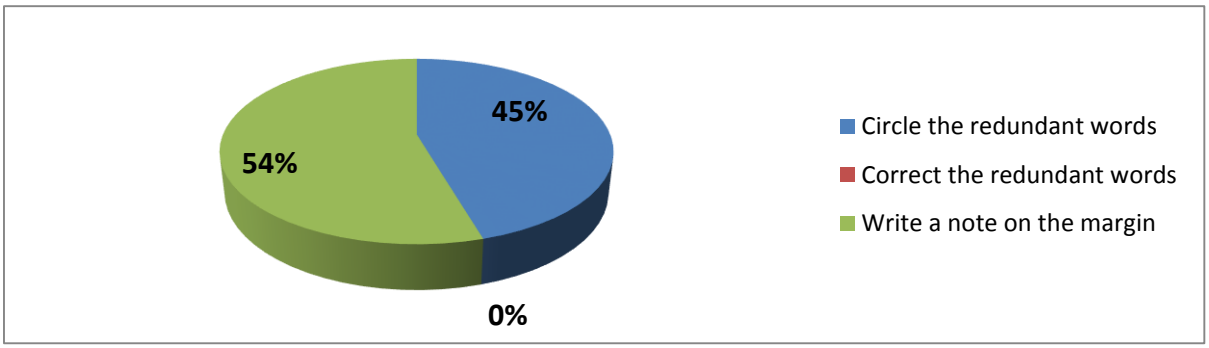


Figure 23: Response of question twelve (12) in teachers' questionnaire

Teachers' feedback is one of the methods that teachers use to show the errors made by the students. This question seeks to find the most useful types of feedback that teachers can provide. The data collected showed that 0% of the teachers have never corrected their students' redundant constructions found in their writings. However, 54% of the teachers prefer to write a note on the margin of their students' papers and circling the redundant constructions found in their students' papers was the third method that teachers rely on to inform them about their redundancy 54%.

Despite of all the previous methods of feedback that teachers provide their students with, they do not supply their students with the correct answer.

13. What do you suggestion for your first year English students as solutions to eliminate redundancy in writing?

Teachers who were in charge of this question have suggested mainly three solutions. The first solution is to teach first year students the strategies of how to overcome redundancy in academic writing. The second solution provided by the teachers is writing diaries. This latter would engage students to practice their writing. The third and last solution that academic writing teachers suggested in this questionnaire is to read and write because these two skills are interrelated and if they succeed in reading they will definitely succeed in writing.

3.7. Suggestions for Classroom Practice

After it has been proven that first year students of English at Yahia Fares Medea University do seriously produce redundant constructions and face some difficulties in academic writing and throughout the results gathered, we have identified some reasons that may have a considerable effect on first year English students' writing skills For this matter, we suggest the four interrelated principles of the Vygotskian social constructivist theory: the ZPD, scaffolding, the MKO and finally the social interaction.

3.7.1 Learning Academic Writing Skills through the ZPD

Through this approach, English students of Yahia Fares Medea University can easily learn to master the academic writing skills for which they should be presented with a range of tasks that are out of reach with their ability. These tasks that the teacher should provide his students with should be simple and accessible to everyone because tasks that are hard may create frustration in the students' mind and distract their learning process. To be clearer, in ZPD, the tasks that students receive are the things that they can do themselves but still need help from others to accomplish. Therefore, after providing such help, students would be able to do the task on their own. For this reason, it is important to bear in mind that English teachers should first explain how to develop a correct academic piece of writing and at the same time observes whether his students can imitate him. Then, he starts writing the paragraph and asks his students to complete the writing process by themselves. Finally, the teachers should ask his students to cooperate with a more developed student in order to write well organized paragraphs.

3.8.2 Learning Academic Writing Skills through Scaffolding

Scaffolding has been interpreted by Rasmussen (2001) (as cited in Verenikina, 2008) as a mediatory tool that provides support to learners. In this case the teacher should provide his students with the just support they need to learn the academic writing skills. For instance, he provides them with a sample of a correct and a well structured paragraph and asks them to develop their own one based on the sample given. This type of support encourages students to develop a correct piece of writing and helps them to be more independents.

3.8.3 Learning Academic Writing Skills through the MKO

The MKO is another important concept of the social constructivist theory from which students construct their learning. It encourages students to learn in a collaborative work. Here, the teacher should divide his students into small groups and each group should consist of a student who is more qualified and knowledgeable than the others. When students are asked to write any academic piece of writing and throughout the collaborative work, the more knowledgeable student instructs his partners to use the most suitable vocabulary for which they develop a correct academic piece of writing and gives considerable remarks of how to avoid any writing errors.

3.8.4 Learning Academic Writing kills through Social Interaction

Learning through social interaction is one of the most effective methods that Vygotsky presented to the world. It recommends that students should be surrounded by people within society for the sake of exchanging ideas. In learning academic writing skills, teachers should provide their students with writing activities on a frequent base and let them interact with each others. Therewith, the learning process would be easier and more efficient because learning any skill independently might not be as effective as learning it with others and within society. It is clear that social groups create better results; therefore, teachers need to teach their students to be aware of the importance of a collaborative work in learning any skill and they, themselves, should demonstrate their attention and care to learn by interacting with others.

Conclusion

The third chapter is designed on the purpose of reporting the results obtained from the research instruments. We used a written test, an analysis of student's exam papers, and both teachers' and students' questionnaire. From all these findings, we have answered 3 research questions. First year English students seem to have a serious problem with redundancy in writing, seen in the amount of the redundant constructions produced in the written test and the exam papers. Moreover, we were able to categorize the learner's redundancy into 6 types and mentioned the percentage of each type. The most frequent type of redundancy found in this research is pleonasm. Finally, the major reasons that push the students to always be redundant in academic writing are found to be the lack of vocabulary, lack of practice and the fact that first year English students study academic writing for the first time. The results of the 3 research instruments have validated each other to a large extent and proved the research hypothesis.

Introduction:

Writing is one of the four skills (listening, speaking, reading and writing) that every student has to learn and master. It plays an important role in sharing ideas, thoughts, and beliefs but mostly in convincing readers. The writer expresses himself through writing and this latter has been defined by Nunan (1989) as: "an extremely complex, cognitive activity for all which the writer is required to demonstrate control of variables simultaneously" (as cited in ANNAB, 2016 p.1). This means that the writing skills are difficult to master and the writer needs to use his cognitive competences while writing academically. It is hard to develop a piece of writing; however, it is important to bear in mind that academic writing skills are completely different. Academic writing, however, has been defined as: "… a mental and cognitive activity since it is a product of the mind." (Al Fadda, 2012) (as cited in Ali Hassan Al Badi, 2015, p. 65). Academic writing is formal and the writer should carefully choose the style and terminology that is related to his subject. Therefore, Students of English are incapable of developing a clear, correct and comprehensible piece of writing. They usually face some serious difficulties in producing a formal text and one of these difficulties is eliminating redundancy. In brief, academic writing is not overly complicated but it needs double efforts and practice to master its skills.

Raimes (1983) (as cited in Nabhan, 2016) state that:

"There are several reasons why writing is included in EFL syllabus. First, writing can reinforce the students' grammatical structures, idioms and vocabulary. Second, students can have the adventures beyond what they can just say. Third, students can express the ideas with the new language involved" (p. 2).

In this case, learning the academic writing skills helps learners to overcome many of writing problems. One of these problems is redundancy, because first year students of English include excessive words in their writing which tend to distort the structure of the text, distract teachers and cause the text to lose its effectiveness. However, avoiding redundancy while writing gives the text a bright view in which the ideas are organized and the message delivered by the student is clear. It is clear that, formal writing does not contain redundant constructions, thus if it does, the text will lose its legibility and effectiveness.

In the first pages of this chapter, we examine the literature on academic writing skills in English, and produce a clear definition of the key word "Academic Writing." In addition, we briefly talk about its importance to students of English by mentioning its characteristics. Furthermore, we describe the major issue in academic writing, redundancy, its definition and its main types. Finally, we aim to shed light on the importance of removing redundancies in academic writing and the necessity to identify types of redundancy in the academic writing process as a first step in finding solutions to this issue.

1.1 What is Academic Writing

Mutiwarasib (n.d) state that "writing is largely considered as a multifunctional tool in higher education teaching and learning situation" (p. 4). Writing has been defined by Nightingle (2000) (as cited in Mutiwarasib, n.d) as "a complex process composed of many different kinds of activities that eventually result in that product" (p. 4). However, academic writing and writing have different characteristics, for instance, Murray and Moore (2006) argued that effective academic writing is "a continuous process involving reflection, improvement, development, progress and fulfillment of various types and varying measures" (p. 4) (as cited in Mutiwarasib, n.d). Academic writing is one of the writing skills that studies phenomena presented by the learner based on the fact of the learner's research (*Academic Writing*, 2013). "Academic or critical writing is the way you take part in the academic debate. You weigh up the evidence and arguments of others and contribute your own" (*Academic Writing*, 2013, p. 9). However, Morley Warner (2009) defines academic writing as "a well- structured paper by using more formal vocabulary, grammar and sentence structure" (cited in Mutimani, 2016, p. 20).

1.2 The Importance of Academic writing

Academic writing is a skill that is required in many contexts. Students rely on their writing to express their thoughts, ideas and share their experiences. Thus, "academic writing plays a central role in the field of higher education because a major part of student's academic life is spent on writing academic papers (Fijii & Kukao, 2001, Zhu, 2004) (quoted in Mutimani, 2016, p. 20). It is known as the primary source of communication through which students understand, learn and obtain knowledge, which consequently leads to good averages and higher degrees. Moreover, according to Abdulwahed (2010) "English writing affords students the opportunity to think critically and provides the motivation to learn certain aspects of academic writing using effective word expressions and strong vocabulary" (cited in Abdulkareem, 2013, para. 1). Bromley (2013) (as cited in Mutimani, 2016) state that the academic writing process helps students to be dependent and aware of their own understanding of writing. Journalistic and creative writing are other forms of writing which are completely different from academic writing. This latter, plays a major role in the development of student's own practical ability in writing, his or her own style, and techniques in the field of academic writing. It aims to teach students the academic writing skills and discovering the reason why they should develop academic texts and paragraphs at universities

(Leibowitz, 2000 & Mbirimi, 2012) (as cited in Mutimani, 2016). Academic writing always seeks to push students to use their critical thinking when facing complicated ideas in a well-structured, concise format (Aliwal, 2012) (as cited in Mutimani, 2016). Therefore, it is important to bear in mind that students need to learn how to write in an academic way and why are they asked to write in a formal way at college (Leibowitz, 2000 & Mbirimi, 2012) (as cited in Mutimani, 2016).

Furthermore, Academic writing plays an essential part in developing and mainly changing different features in a student's learning process at colleges. This changing pushes the learner to be more successful and independent not only in his or her studies but in his personnel life and professional careers (John, 2010 & Leibowitz, 2000) (as cited in Mutimani, 2016). Finally, Mbirini (2012) stated that "when teacher-education students complete their studies, they would want to use the skills they have acquired to prepare the learners that they are going to teach to become successful writers" (cited in Mutimani, 2016, p. 21).

1.3 Characteristics of Academic Writing

Academic writing is characterized differently. It has its own features and style. Its major role is to provide readers with effective information on a chosen subject far from entertainment (Altakhaineh, 2010) (as cited in Mutimani, 2016). Needless to say that academic writing texts or paragraphs tend to acquaint, discover, affect, examine and report (*English for academic purposes*, 2013) (cited in Mutimani, 2016). Therefore, a formal and a well-structured text require the following characteristics: objectivity, tentativeness, accuracy, referencing and formality. Objectivity in writing implies the essayist should make an effort not to give his or her identity a chance to barge in a lot into the writing so as to enable the realities and proof to present them. To keep away from that, third person personnel pronoun such as: she, he, it, they and the passive voice might be utilized too. The first and second individual pronouns for example, I, me, we, us, our and you ought to be kept away from in scholastic composition. The author should put the item not the individual toward the beginning of the sentence. Rather than composing 'I utilized a questionnaire' the writer may compose ' a survey was utilized…In syntactic terms, it implies the essayist utilizes the passive voice as opposed to the active voice (Mirza, n.d) (as cited in Mutimani, 2016).

Tentativeness is another feature that characterizes academic texts. It means that the writer should provide definite statements as well as avoiding the vague language while writing academically and should not come up with conclusions very quickly (Mutimani, 2016).

Accuracy in academic writing is when authors or academic writers pursue high standards of correct grammar, sentence, structure, word choice, vocabulary, spelling and punctuation to avert mistakes that lead to perplexity (Altakhaineh, 2010) (as cited in Mutimani, 2016). Perspectives ought to be differentiated from facts and this proof should be tackled by the authors as well. In addition, multiple referencing styles must be encompassed in academic writing and that depends on the university's choice of the style. For the referencing, there are various styles that could be used by university students. Among these referencing styles there are: the American Psychological Association (APA), Chicago, Harvard, Modern Language Association (MLA) and Oxford. These referencing systems must be used by both university students and lecturers when trying to paraphrase or taking a direct quotation. Despite the fact that there are different referencing styles or systems, it is important to bear in mind that students should not change the referencing style already selected in the same text. Moreover, as soon as students come across any ideas in the source, they are obliged to mention the reference (Cornwell & Robertson, 2011, *Publication Manual of American psychological association*, 2001) (as cited in Mutimani, 2016).

According to Davies (2008) "Formality is also one of the characteristics of academic writing. Academic writing is normally written in formal style which makes it different from other types of writing, like ordinary essays, letters, emails or story writing. There is no place for slang or colloquial language" (cited in Mutimani, 2016, p. 24). Furthermore, abbreviated forms such as: doesn't, isn't, won't and mustn't are better to be avoided in writing academic texts.

1.4 Causes of Learners' Problems in Writing

Gran (2010) claims that the academic writing skills are not easy to learn or teach and they need double efforts to master. Since academic writing is a complex cognitive process, it demands from the writer to think carefully and requires a great concentration (cited in Ali Hassan Al Badi, 2015). Additionally, according to Bell and Burnaby (1984) (as cited in Al Faki, 2015):

"Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation and letter for

action. Beyond the sentence the writer must be able to structure and integrate information into cohesive and coherent *paragraphs and texts*" (p. 46).

Based on previous studies, there are several reasons why EFL learners or university students face serious difficulties in writing academically. For example, lack of learners' motivation, inadequate time, lack of practice and teachers' feedback are some of the reasons that causes the difficulties of writing academically.

1.4.1. Lack of Learners' Motivation

Zamel (1997) states that the class of writing needs to consider the learners' motives behind writing. The process of writing tasks can be developed fast when learners' involvements and interests are recognized, engagement in writing is encouraged, and more opportunities of writing are presented. According to Davies (1998) interest and motivation are important to keep learners encouraged to write. Lek (1991) believes that the writer willingness to communicate is to of paramount necessity since it is hard for students to write about uninteresting topics. According to Thomsan (2003) it is encouraging and rational to let students decide what topic to choose, because this freedom of choice results in better results. Likewise, Hudelson (1989) thinks that students who choose their topics freely make better performance with relation to quality of writing. Furthermore, Pincas (1982) notes that realistic context-placed writing expands the scale of motivation regardless of level and age. Byrne (1988) state that the majority of writers perform less when they are forced to tackle undesired topics (cited in Alfaki, 2015).

1.4.2. Inadequate Time

Hedge (1988) states that "the idea of time needs to be given attention because writing activities by nature have different stages which need ample time" (cited in Alfaki, 2015, p. 47). It is important for students to have enough time help them organizing their ideas, drafting their papers, gathering ideas, proof reading their works and re-write them (Hedge, 1988) (cited in Alfaki, 2015). Similarly for White and Arndt (1991) (cited in Alfaki, 2015): "time is needed to incubate, sift and shape ideas. Of all the skills, writing is one which most benefits from time" (p. 47).

1.4.3. Lack of Practice

According to Davies (1998) (as quoted in Alfaki, 2015) writing ultimately requires creativeness and writers who are able to pass the message with clarity to readers are meant to be great writers and this demands a lot of practice. Grab and Kaplan (1996) assume that writers are not born with the skill of writing; however these skills are acquired through efforts constant training. Moreover, learners must to be aware of how to learn and this reflects the importance of learning, he also claimed that practice is a key to learn any skill. He argues that "to be a good driver, the best way is to drive. Similarly, to become a proficient writer, the best way is to write, the best way is again to writing a lot" (cited in Alfaki, 2015, p. 48). Finally, Hedge (1988) states that: "my own experience tells me that in order to become a good writer, a student needs to write a lot" (cited in Alfaki, 2015, p. 48).

1.4.4. Teachers' Feedback

According to Zamel (1985) (as cited in Alfaki, 2015) state that the feedback that teachers provide students with plays an essential role in the students' writing performance taking the role of supporting readers not only judging their writing. Byrne (1988) (as cited in Alfaki, 2015) thinks similarly:

"If we are to be truly readers rather than judges, we should perhaps look not so much at what the learners have failed to achieve but rather at what they actually succeed in doing. This might help students writers to appreciate receiving comments and use them in their revisions" (p. 48).

Additionally, Edge (1989) claims that the fact of correcting student's writing performance need to be followed by positive support in order to encourage students learn effectively. Similarly, Ferris (1995) (as cited in Alfaki, 2015, p. 48) thinks that "teachers should not abandon constructive criticism but should place it side by side with comments of encouragement. Ellis (1994) says that "students' motivation is closely linked to language acquisition" (cited in Alfaki, 2015, p. 48). According to Lees (1979) (cited in Alfaki, 2015) states that:

"To motive students, the writing teachers should include comments of praise and encouragement in their written feedback. If teachers see their students' response as the end of

the interaction, then students will stop there. If, however, the response includes specific direction on what to do next, there is a chance for application of principles" (p. 48)

1.5. What is Redundancy in Writing

Redundancy is defined by Komori and Naito (2016) as:

"A repetition of words and phrases that could be omitted without impairing comprehension of the meaning, and that impart whole text an impression of being written in an unpolished style, or that make the text harder to understand. Besides the verbatim repetition of the same words or phrases, the redundant use of synonyms and expression of similar meaning is also considered" (n.d).

According to the elements of style Strunk (1918) (as cited in Hwa & Xue, n.d) concise writing requires that "every word tells, in that sense words that do not tell are redundant" (p. 683). He also claims that: "vigorous writing is concise. A sentence should contain no unnecessary words; a paragraph should have no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and machine no unnecessary parts. This requires not that the writer make all sentence short or avoid all detail and treats subjects only in outline, but that every word tell" (Strunk, 2003, p. 32).

1.5.1 Examples of Wordy Sentences and their Concise Version

According to the elements of style Strunk (n.d) has provided some example of redundant sentences and their concise version:

Redundant sentences	Concise Version
Dr. May Foss is a professor of American history. She holds a Ph.D. and teaches American history at the University of South Florida.	Dr. May Foss, a professor of American history, teaches at the University of South Florida.
Many different forms of hazing may occur, such as physical abuse and mental abuse. Also, sexual abuse may occur.	Different forms of hazing may occur, such as physical, mental and sexual abuse.
Compulsory attendance at assemblies is required; students must attend every assembly.	Students are required to attend assemblies.
The nature of the house's location really makes it very vulnerable to natural disasters situation.	The house's location makes it vulnerable to flooding.
The social aspects of a person's life can be a major impact on job performance.	A person's social life can impact job performance.

Table 01: Redundant sentences and their concise versions

1.6. Types of Redundancy in Academic Writing

There are five common types of redundancy that students should stay far from in writing academic papers. These common types are the following: the pleonasm, redundant abbreviations, intensifiers, plague words, cliché and finally platitudes.

1.6.1. Pleonasm

Seemingly, pleonasm is becoming a common feature in students' writing performance (MADU, 2018). Pleonasm has been defined by MADU as "the use of words than necessary within a context" (p. 162). Similarly, Agbada (1999) defines it as "unnecessary repetition of words having the same meaning in a sentence" (cited in MADU, 2018, p. 162). He also sees pleonasm as tautology arguing that it is a waste of time in expressing an idea over and over, or repeating a word many times in one sentence (Agbada, 1999) (cited in MADU, 2018).

1.6.1.1 Types of Pleonasm

MADU (2018) claims that pleonasm is divided into two other types: the syntactic pleonasm and the semantic pleonasm. Syntax is defined by MADU (2018) as "the arrangement of words and phrases following some set rules to create well-formed sentences in language" (p. 163). He also state that: "in syntactic constructions, every word or phrase deployed must have an identifiable function and when a word or a phrase is engaged more times than is required for the function it performs, it becomes syntactically pleonastic" (p. 163). However, the semantic pleonasm, as stated by MADU (2018) is the use of repetitive words in a context. According to Palmer (1976) (as cited in MADU, 2018) the semantic pleonasm means the repletion of meanings. From a grammatical perspective, using words that express the same idea within a context in writing academic papers turns to be pleonastic (MADU, 2018).

1.6.2. Intensifications

Ben Zinger (1974) states that: "an intensifying element is any linguistic signal that heightens and strengthens the meaning conveyed by a particular utterance" (p. 5). He also declares that: "exaggeration is frequently connected with intensification, and is often used to express an intense degree of a quality. For example, in order to emphasize the fact that a room was particularly stuffy, one might say that the room was so full of smoke that he could not breathe" (p. 12).

1.6.3. Redundant Abbreviations

Redundant abbreviations are called so because the last character is written twice, once as part of abbreviations, and then the word itself (5 types of redundancies to avoid, 2016).

5 types of redundancies to avoid (2016): these are some example of redundant abbreviations:

- We need to find an **ATM Machine** to take money out
- I think the **LCD Display** broke

5 types of redundancies (2016): "ATM Machine means Automated Teller Machine, so saying machine means were repeating it unnecessarily."

1.6.4. Plague words

"Plague words are words that do not add anything to a sentence. They are probably called plague words because they are annoying" (5 types of redundancies to avoid, 2016).

Examples:

- Eggs and milk are **essentially important** to make a good cupcake.
- There is **basically** no reason not to go.

1.4.5. Clichés and Platitudes

5 types of redundancies to avoid (2016): "clichés and platitudes are phrases or opinions that are overused and show lack of original thought, it is boring and annoying"

Examples:

- All bets are off
- Money can't buy happiness

5 types of redundancy (2016): platitudes are:

- That's okay
- That's life
- You'll get over it

Conclusion

In this chapter, we have discussed some of the broad lines of academic writing. First, we have briefly defined academic writing, mentioned its importance, its structure, discussed the properties that characterize it and finally we have identified the causes of learners' problems in writing. In addition, we summarized the difficulties of academic writing that EFL students are facing nowadays. Moreover, we shed light on narrowing the most important part of our study, redundancy. This latter has been defined in this chapter; we categorized its major types and mentioned some examples of redundant words and sentences. Finally, the most important point discussed in this chapter was the factors that cause EFL students to face serious difficulties in writing academic papers. In brief, we have developed this chapter by reviewing studies on academic writing, its challenges and the main reason behind facing them. The following chapter will discuss the research methodology and design applied to answer the research questions.

Introduction:

Writing is one of the four skills (listening, speaking, reading and writing) that every student has to learn and master. It plays an important role in sharing ideas, thoughts, and beliefs but mostly in convincing readers. The writer expresses himself through writing and this latter has been defined by Nunan (1989) as: "an extremely complex, cognitive activity for all which the writer is required to demonstrate control of variables simultaneously" (as cited in ANNAB, 2016 p.1). This means that the writing skills are difficult to master and the writer needs to use his cognitive competences while writing academically. It is hard to develop a piece of writing; however, it is important to bear in mind that academic writing skills are completely different. Academic writing, however, has been defined as: "… a mental and cognitive activity since it is a product of the mind." (Al Fadda, 2012) (as cited in Ali Hassan Al Badi, 2015, p. 65). Academic writing is formal and the writer should carefully choose the style and terminology that is related to his subject. Therefore, Students of English are incapable of developing a clear, correct and comprehensible piece of writing. They usually face some serious difficulties in producing a formal text and one of these difficulties is eliminating redundancy. In brief, academic writing is not overly complicated but it needs double efforts and practice to master its skills.

Raimes (1983) (as cited in Nabhan, 2016) state that:

"There are several reasons why writing is included in EFL syllabus. First, writing can reinforce the students' grammatical structures, idioms and vocabulary. Second, students can have the adventures beyond what they can just say. Third, students can express the ideas with the new language involved" (p. 2).

In this case, learning the academic writing skills helps learners to overcome many of writing problems. One of these problems is redundancy, because first year students of English include excessive words in their writing which tend to distort the structure of the text, distract teachers and cause the text to lose its effectiveness. However, avoiding redundancy while writing gives the text a bright view in which the ideas are organized and the message delivered by the student is clear. It is clear that, formal writing does not contain redundant constructions, thus if it does, the text will lose its legibility and effectiveness.

In the first pages of this chapter, we examine the literature on academic writing skills in English, and produce a clear definition of the key word "Academic Writing." In addition, we briefly talk about its importance to students of English by mentioning its characteristics. Furthermore, we describe the major issue in academic writing, redundancy, its definition and its main types. Finally, we aim to shed light on the importance of removing redundancies in academic writing and the necessity to identify types of redundancy in the academic writing process as a first step in finding solutions to this issue.

1.1 What is Academic Writing

Mutiwarasib (n.d) state that "writing is largely considered as a multifunctional tool in higher education teaching and learning situation" (p. 4). Writing has been defined by Nightingle (2000) (as cited in Mutiwarasib, n.d) as "a complex process composed of many different kinds of activities that eventually result in that product" (p. 4). However, academic writing and writing have different characteristics, for instance, Murray and Moore (2006) argued that effective academic writing is "a continuous process involving reflection, improvement, development, progress and fulfillment of various types and varying measures" (p. 4) (as cited in Mutiwarasib, n.d). Academic writing is one of the writing skills that studies phenomena presented by the learner based on the fact of the learner's research (*Academic Writing*, 2013). "Academic or critical writing is the way you take part in the academic debate. You weigh up the evidence and arguments of others and contribute your own" (*Academic Writing*, 2013, p. 9). However, Morley Warner (2009) defines academic writing as "a well- structured paper by using more formal vocabulary, grammar and sentence structure" (cited in Mutimani, 2016, p. 20).

1.2 The Importance of Academic writing

Academic writing is a skill that is required in many contexts. Students rely on their writing to express their thoughts, ideas and share their experiences. Thus, "academic writing plays a central role in the field of higher education because a major part of student's academic life is spent on writing academic papers (Fijii & Kukao, 2001, Zhu, 2004) (quoted in Mutimani, 2016, p. 20). It is known as the primary source of communication through which students understand, learn and obtain knowledge, which consequently leads to good averages and higher degrees. Moreover, according to Abdulwahed (2010) "English writing affords students the opportunity to think critically and provides the motivation to learn certain aspects of academic writing using effective word expressions and strong vocabulary" (cited in Abdulkareem, 2013, para. 1). Bromley (2013) (as cited in Mutimani, 2016) state that the academic writing process helps students to be dependent and aware of their own understanding of writing. Journalistic and creative writing are other forms of writing which are completely different from academic writing. This latter, plays a major role in the development of student's own practical ability in writing, his or her own style, and techniques in the field of academic writing. It aims to teach students the academic writing skills and discovering the reason why they should develop academic texts and paragraphs at universities

(Leibowitz, 2000 & Mbirimi, 2012) (as cited in Mutimani, 2016). Academic writing always seeks to push students to use their critical thinking when facing complicated ideas in a well-structured, concise format (Aliwal, 2012) (as cited in Mutimani, 2016). Therefore, it is important to bear in mind that students need to learn how to write in an academic way and why are they asked to write in a formal way at college (Leibowitz, 2000 & Mbirimi, 2012) (as cited in Mutimani, 2016).

Furthermore, Academic writing plays an essential part in developing and mainly changing different features in a student's learning process at colleges. This changing pushes the learner to be more successful and independent not only in his or her studies but in his personnel life and professional careers (John, 2010 & Leibowitz, 2000) (as cited in Mutimani, 2016). Finally, Mbirini (2012) stated that "when teacher-education students complete their studies, they would want to use the skills they have acquired to prepare the learners that they are going to teach to become successful writers" (cited in Mutimani, 2016, p. 21).

1.3 Characteristics of Academic Writing

Academic writing is characterized differently. It has its own features and style. Its major role is to provide readers with effective information on a chosen subject far from entertainment (Altakhaineh, 2010) (as cited in Mutimani, 2016). Needless to say that academic writing texts or paragraphs tend to acquaint, discover, affect, examine and report (*English for academic purposes*, 2013) (cited in Mutimani, 2016). Therefore, a formal and a well-structured text require the following characteristics: objectivity, tentativeness, accuracy, referencing and formality. Objectivity in writing implies the essayist should make an effort not to give his or her identity a chance to barge in a lot into the writing so as to enable the realities and proof to present them. To keep away from that, third person personnel pronoun such as: she, he, it, they and the passive voice might be utilized too. The first and second individual pronouns for example, I, me, we, us, our and you ought to be kept away from in scholastic composition. The author should put the item not the individual toward the beginning of the sentence. Rather than composing 'I utilized a questionnaire' the writer may compose ' a survey was utilized…In syntactic terms, it implies the essayist utilizes the passive voice as opposed to the active voice (Mirza, n.d) (as cited in Mutimani, 2016).

Tentativeness is another feature that characterizes academic texts. It means that the writer should provide definite statements as well as avoiding the vague language while writing academically and should not come up with conclusions very quickly (Mutimani, 2016).

Accuracy in academic writing is when authors or academic writers pursue high standards of correct grammar, sentence, structure, word choice, vocabulary, spelling and punctuation to avert mistakes that lead to perplexity (Altakhaineh, 2010) (as cited in Mutimani, 2016). Perspectives ought to be differentiated from facts and this proof should be tackled by the authors as well. In addition, multiple referencing styles must be encompassed in academic writing and that depends on the university's choice of the style. For the referencing, there are various styles that could be used by university students. Among these referencing styles there are: the American Psychological Association (APA), Chicago, Harvard, Modern Language Association (MLA) and Oxford. These referencing systems must be used by both university students and lecturers when trying to paraphrase or taking a direct quotation. Despite the fact that there are different referencing styles or systems, it is important to bear in mind that students should not change the referencing style already selected in the same text. Moreover, as soon as students come across any ideas in the source, they are obliged to mention the reference (Cornwell & Robertson, 2011, *Publication Manual of American psychological association*, 2001) (as cited in Mutimani, 2016).

According to Davies (2008) "Formality is also one of the characteristics of academic writing. Academic writing is normally written in formal style which makes it different from other types of writing, like ordinary essays, letters, emails or story writing. There is no place for slang or colloquial language" (cited in Mutimani, 2016, p. 24). Furthermore, abbreviated forms such as: doesn't, isn't, won't and mustn't are better to be avoided in writing academic texts.

1.4 Causes of Learners' Problems in Writing

Gran (2010) claims that the academic writing skills are not easy to learn or teach and they need double efforts to master. Since academic writing is a complex cognitive process, it demands from the writer to think carefully and requires a great concentration (cited in Ali Hassan Al Badi, 2015). Additionally, according to Bell and Burnaby (1984) (as cited in Al Faki, 2015):

"Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation and letter for

action. Beyond the sentence the writer must be able to structure and integrate information into cohesive and coherent *paragraphs and texts*" (p. 46).

Based on previous studies, there are several reasons why EFL learners or university students face serious difficulties in writing academically. For example, lack of learners' motivation, inadequate time, lack of practice and teachers' feedback are some of the reasons that causes the difficulties of writing academically.

1.4.1. Lack of Learners' Motivation

Zamel (1997) states that the class of writing needs to consider the learners' motives behind writing. The process of writing tasks can be developed fast when learners' involvements and interests are recognized, engagement in writing is encouraged, and more opportunities of writing are presented. According to Davies (1998) interest and motivation are important to keep learners encouraged to write. Lek (1991) believes that the writer willingness to communicate is to of paramount necessity since it is hard for students to write about uninteresting topics. According to Thomsan (2003) it is encouraging and rational to let students decide what topic to choose, because this freedom of choice results in better results. Likewise, Hudelson (1989) thinks that students who choose their topics freely make better performance with relation to quality of writing. Furthermore, Pincas (1982) notes that realistic context-placed writing expands the scale of motivation regardless of level and age. Byrne (1988) state that the majority of writers perform less when they are forced to tackle undesired topics (cited in Alfaki, 2015).

1.4.2. Inadequate Time

Hedge (1988) states that "the idea of time needs to be given attention because writing activities by nature have different stages which need ample time" (cited in Alfaki, 2015, p. 47). It is important for students to have enough time help them organizing their ideas, drafting their papers, gathering ideas, proof reading their works and re-write them (Hedge, 1988) (cited in Alfaki, 2015). Similarly for White and Arndt (1991) (cited in Alfaki, 2015): "time is needed to incubate, sift and shape ideas. Of all the skills, writing is one which most benefits from time" (p. 47).

1.4.3. Lack of Practice

According to Davies (1998) (as quoted in Alfaki, 2015) writing ultimately requires creativeness and writers who are able to pass the message with clarity to readers are meant to be great writers and this demands a lot of practice. Grab and Kaplan (1996) assume that writers are not born with the skill of writing; however these skills are acquired through efforts constant training. Moreover, learners must to be aware of how to learn and this reflects the importance of learning, he also claimed that practice is a key to learn any skill. He argues that "to be a good driver, the best way is to drive. Similarly, to become a proficient writer, the best way is to write, the best way is again to writing a lot" (cited in Alfaki, 2015, p. 48). Finally, Hedge (1988) states that: "my own experience tells me that in order to become a good writer, a student needs to write a lot" (cited in Alfaki, 2015, p. 48).

1.4.4. Teachers' Feedback

According to Zamel (1985) (as cited in Alfaki, 2015) state that the feedback that teachers provide students with plays an essential role in the students' writing performance taking the role of supporting readers not only judging their writing. Byrne (1988) (as cited in Alfaki, 2015) thinks similarly:

"If we are to be truly readers rather than judges, we should perhaps look not so much at what the learners have failed to achieve but rather at what they actually succeed in doing. This might help students writers to appreciate receiving comments and use them in their revisions" (p. 48).

Additionally, Edge (1989) claims that the fact of correcting student's writing performance need to be followed by positive support in order to encourage students learn effectively. Similarly, Ferris (1995) (as cited in Alfaki, 2015, p. 48) thinks that "teachers should not abandon constructive criticism but should place it side by side with comments of encouragement. Ellis (1994) says that "students' motivation is closely linked to language acquisition" (cited in Alfaki, 2015, p. 48). According to Lees (1979) (cited in Alfaki, 2015) states that:

"To motive students, the writing teachers should include comments of praise and encouragement in their written feedback. If teachers see their students' response as the end of

the interaction, then students will stop there. If, however, the response includes specific direction on what to do next, there is a chance for application of principles" (p. 48)

1.5. What is Redundancy in Writing

Redundancy is defined by Komori and Naito (2016) as:

"A repetition of words and phrases that could be omitted without impairing comprehension of the meaning, and that impart whole text an impression of being written in an unpolished style, or that make the text harder to understand. Besides the verbatim repetition of the same words or phrases, the redundant use of synonyms and expression of similar meaning is also considered" (n.d).

According to the elements of style Strunk (1918) (as cited in Hwa & Xue, n.d) concise writing requires that "every word tells, in that sense words that do not tell are redundant" (p. 683). He also claims that: "vigorous writing is concise. A sentence should contain no unnecessary words; a paragraph should have no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and machine no unnecessary parts. This requires not that the writer make all sentence short or avoid all detail and treats subjects only in outline, but that every word tell" (Strunk, 2003, p. 32).

1.5.1 Examples of Wordy Sentences and their Concise Version

According to the elements of style Strunk (n.d) has provided some example of redundant sentences and their concise version:

Redundant sentences	Concise Version
Dr. May Foss is a professor of American history. She holds a Ph.D. and teaches American history at the University of South Florida.	Dr. May Foss, a professor of American history, teaches at the University of South Florida.
Many different forms of hazing may occur, such as physical abuse and mental abuse. Also, sexual abuse may occur.	Different forms of hazing may occur, such as physical, mental and sexual abuse.
Compulsory attendance at assemblies is required; students must attend every assembly.	Students are required to attend assemblies.
The nature of the house's location really makes it very vulnerable to natural disasters situation.	The house's location makes it vulnerable to flooding.
The social aspects of a person's life can be a major impact on job performance.	A person's social life can impact job performance.

Table 01: Redundant sentences and their concise versions

1.6. Types of Redundancy in Academic Writing

There are five common types of redundancy that students should stay far from in writing academic papers. These common types are the following: the pleonasm, redundant abbreviations, intensifiers, plague words, cliché and finally platitudes.

1.6.1. Pleonasm

Seemingly, pleonasm is becoming a common feature in students' writing performance (MADU, 2018). Pleonasm has been defined by MADU as "the use of words than necessary within a context" (p. 162). Similarly, Agbada (1999) defines it as "unnecessary repetition of words having the same meaning in a sentence" (cited in MADU, 2018, p. 162). He also sees pleonasm as tautology arguing that it is a waste of time in expressing an idea over and over, or repeating a word many times in one sentence (Agbada, 1999) (cited in MADU, 2018).

1.6.1.1 Types of Pleonasm

MADU (2018) claims that pleonasm is divided into two other types: the syntactic pleonasm and the semantic pleonasm. Syntax is defined by MADU (2018) as "the arrangement of words and phrases following some set rules to create well-formed sentences in language" (p. 163). He also state that: "in syntactic constructions, every word or phrase deployed must have an identifiable function and when a word or a phrase is engaged more times than is required for the function it performs, it becomes syntactically pleonastic" (p. 163). However, the semantic pleonasm, as stated by MADU (2018) is the use of repetitive words in a context. According to Palmer (1976) (as cited in MADU, 2018) the semantic pleonasm means the repletion of meanings. From a grammatical perspective, using words that express the same idea within a context in writing academic papers turns to be pleonastic (MADU, 2018).

1.6.2. Intensifications

Ben Zinger (1974) states that: "an intensifying element is any linguistic signal that heightens and strengthens the meaning conveyed by a particular utterance" (p. 5). He also declares that: "exaggeration is frequently connected with intensification, and is often used to express an intense degree of a quality. For example, in order to emphasize the fact that a room was particularly stuffy, one might say that the room was so full of smoke that he could not breathe" (p. 12).

1.6.3. Redundant Abbreviations

Redundant abbreviations are called so because the last character is written twice, once as part of abbreviations, and then the word itself (5 types of redundancies to avoid, 2016).

5 types of redundancies to avoid (2016): these are some example of redundant abbreviations:

- We need to find an **ATM Machine** to take money out
- I think the **LCD Display** broke

5 types of redundancies (2016): "ATM Machine means Automated Teller Machine, so saying machine means were repeating it unnecessarily."

1.6.4. Plague words

"Plague words are words that do not add anything to a sentence. They are probably called plague words because they are annoying" (5 types of redundancies to avoid, 2016).

Examples:

- Eggs and milk are **essentially important** to make a good cupcake.
- There is **basically** no reason not to go.

1.4.5. Clichés and Platitudes

5 types of redundancies to avoid (2016): "clichés and platitudes are phrases or opinions that are overused and show lack of original thought, it is boring and annoying"

Examples:

- All bets are off
- Money can't buy happiness

5 types of redundancy (2016): platitudes are:

- That's okay
- That's life
- You'll get over it

Conclusion

In this chapter, we have discussed some of the broad lines of academic writing. First, we have briefly defined academic writing, mentioned its importance, its structure, discussed the properties that characterize it and finally we have identified the causes of learners' problems in writing. In addition, we summarized the difficulties of academic writing that EFL students are facing nowadays. Moreover, we shed light on narrowing the most important part of our study, redundancy. This latter has been defined in this chapter; we categorized its major types and mentioned some examples of redundant words and sentences. Finally, the most important point discussed in this chapter was the factors that cause EFL students to face serious difficulties in writing academic papers. In brief, we have developed this chapter by reviewing studies on academic writing, its challenges and the main reason behind facing them. The following chapter will discuss the research methodology and design applied to answer the research questions.

University of Yahia Frares,Medea

Department of Foreign Languages

Appendix 3

Academic writing English Test

First Year English Students

According to Morley Warner (2009), "academic writing is defined as a formal way to write a well-structured paper using more formal vocabulary, grammar and sentence structure."

Question: In a short paragraph, express in what way do you believe you can improve your academic writing skills?

Example:

The Animals that Makes the Best Pet

Three reasons demonstrate that dogs are the animals that make the best pets. The main reason is that dogs enjoy being around humans. Dog owners know this because they receive enthusiastic greetings when they return home. Another reason canines are wonderful is that they can accompany their human friends on walks. Dogs, unlike many other animals can be trained to respond to verbal comments or gentle tugs on a leash. The final reason why dogs are great pets is that they provide security. Since dogs love their owners they become protective and will bark at intruders. To sum up, all these reasons show that dogs are perfectly chosen to be the best pets.

Appendix 02

First Year Academic Writing Teachers' Questionnaire

Dear Teacher,

We would be highly grateful if you could answer the upcoming questions. These questions aim to investigate redundancy in academic writing in EFL classroom. Your answers will be very helpful for the research project that we are undertaking.

Please make sure to cross the appropriate answer or make a full statement when requires it.

1. How many of your first year English students develop a well organized and a correct paragraph?

   - All of them ☐
   - Most of them ☐
   - Some of them ☐
   - None of them ☐

2. How do you evaluate your first year English students' academic writing skills?

   - Excellent ☐
   - Good ☐
   - Fair ☐
   - Poor ☐
   - Very bad ☐

3. Do your first year English students' paragraphs contain redundancy?

   - Yes ☐
   - No ☐
   - I do not know ☐

4. How often do redundant constructions distract your reading?

   - Always ☐
   - Often ☐
   - Sometimes ☐
   - Never ☐

5. Do your first year English students recognize the redundancy of constructions in their writing?

- Yes ☐
- No ☐
- I do not know ☐

6. Have you ever taught your first year English students how to avoid redundancy?

- Yes ☐
- No ☐

7. What is the most frequent type of redundancy that your first year English students commit in writing?

- Pleonasm ☐
- Redundant abbreviation ☐
- plague words ☐
- intensifiers ☐
- cliché and platitudes ☐

8. Do you believe it is possible for your first year English students to avoid redundancy and produce a correct piece of writing?

- Possible ☐
- Impossible ☐

9. What do you think are the reasons that push first year English students to be redundant in writing?

- Lack of vocabulary ☐
- Lack of practice ☐
- Lack of ideas ☐

10. How important avoiding redundancy in writing is for you?

- Very Important ☐
- Important ☐
- Not important at all ☐

11. How often do you take your first year English students' redundant words when scoring their papers into consideration?

- All the time ☐
- Most of the time ☐
- Sometimes ☐
- Rarely ☐
- Never ☐

12. What types of feedback do you provide your students with when their writing is full of redundancies?

- Circle the redundant words ☐
- Correct the redundant words ☐
- Write a note on the margin ☐
- Others: ……..

13. What do you suggest for your first year English students as solutions to eliminate redundancy in academic writing?

……

……

……

……

Thanks for your collaboration

Appendix 01

First Year English University Students' Questionnaire

Dear student:

We would be highly grateful if you could clearly answer the upcoming questions on redundancy in academic writing. Your answers will be helpful for the research project we are investigating. Be sure that any information you will supply us within this questionnaire will remain strictly anonymous.

Please make sure to cross the appropriate answer or make a full statement when requires it.

1. How important a well organized and a correct academic piece of writing is for you? Is it:
   - Very important ☐
   - Important ☐
   - Not important at all ☐

2. How do you evaluate your academic writing skills? Is it:

   - Perfect ☐
   - Good ☐
   - Fair ☐
   - Bad ☐
   - Very bad ☐

3. Is avoiding redundancy in academic writing:

   - A very difficult task ☐
   - A difficult task ☐
   - Not a difficult task at all ☐

   Please justify your answer:

   ……

   ……

   ……

4. Do your teachers take into consideration your redundant constructions when correcting your papers?

   - Always ☐
   - Most of the time ☐
   - Never ☐
   - I don't know ☐

5. Are you able to recognize your redundant constructions in your writings?

   - Yes ☐
   - No ☐
   - I don't know ☐

6. In what way do you believe you can improve your academic writing skills? Is it through: (You can choose more than one answer)

   - Reading academic books ☐
   - Learning academic vocabulary ☐
   - Practice ☐
   - Free writing ☐
   - Imitating writers ☐
   - Asking your teachers' help ☐

Other suggestions:

……

……

7. What type of redundancy are you suffering from the most? Is it:

   - Redundancy of words ☐
   - Redundancy of ideas ☐
   - both of them ☐
   - None of them ☐

8. What are the reasons that push you to be redundant in writing? Is it:

   - Lack of vocabulary ☐
   - Lack of ideas ☐
   - Insufficient time ☐
   - Stress and anxiety ☐

9. What stage of the writing process is the most difficult for you?

- Pre-writing ☐
- Editing ☐
- Drafting ☐
- Proofreading ☐

10. Does thinking in your native language influence your way of writing?

- Yes ☐
- No ☐
- I don't know ☐

11. What is the most specific type of redundancy that you commit in your writing? Is it:

- Pleonasm ☐
- Redundant abbreviation ☐
- Plague words ☐
- Intensifiers ☐
- Cliché and platitudes ☐

12. What are the possible solutions you can suggest to overcome redundancy in academic writing?

……
……
……

Appendices

Appendices

Appendix 01: Students' Questionnaire

Appendix 02: Teachers' Questionnaire

Appendix 03: A Written test

Appendix 04: A sample of the Analysis of Exam papers

Appendix 05: A sample of the Analysis of Student's Written Test

Appendix 01

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   - Good ☐
   - Fair ☐
   - Bad ☐
   - Very bad ☐

3. Is avoiding redundancy in academic writing:

   - A very difficult task ☐
   - A difficult task ☐
   - Not a difficult task at all ☐

   Please justify your answer:

   ……

   ……

   ……

4. Do your teachers take into consideration your redundant constructions when correcting your papers?

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   - I don't know ☐

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   - No ☐
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   - Free writing ☐
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   - Asking your teachers' help ☐

Other suggestions:

……

……

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   - Always ☐
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   - Never ☐

5. Do your first year English students recognize the redundancy of constructions in their writing?

   - Yes ☐
   - No ☐
   - I do not know ☐

6. Have you ever taught your first year English students how to avoid redundancy?

   - Yes ☐
   - No ☐

7. What is the most frequent type of redundancy that your first year English students commit in writing?

   - Pleonasm ☐
   - Redundant abbreviation ☐
   - plague words ☐
   - intensifiers ☐
   - cliché and platitudes ☐

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   - Possible ☐
   - Impossible ☐

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    - Important ☐
    - Not important at all ☐

11. How often do you take your first year English students' redundant words when scoring their papers into consideration?

- All the time ☐
- Most of the time ☐
- Sometimes ☐
- Rarely ☐
- Never ☐

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- Circle the redundant words ☐
- Correct the redundant words ☐
- Write a note on the margin ☐
- Others: ……..

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Example:

The Animals that Makes the Best Pet

Three reasons demonstrate that dogs are the animals that make the best pets. The main reason is that dogs enjoy being around humans. Dog owners know this because they receive enthusiastic greetings when they return home. Another reason canines are wonderful is that they can accompany their human friends on walks. Dogs, unlike many other animals can be trained to respond to verbal comments or gentle tugs on a leash. The final reason why dogs are great pets is that they provide security. Since dogs love their owners they become protective and will bark at intruders. To sum up, all these reasons show that dogs are perfectly chosen to be the best pets.